

21st Century Community Learning

Application Cover Page

Submission Deadline: December 9, 2020 4:00 ET

Check application type (Must be indicated in order for application to be reviewed.)

- ☒ New Applicant (\$150,000)
☐ Continuation Applicant (\$100,000)
☐ Continuation off of an Expansion (\$100,000)
☐ Expansion Applicant (\$100,000)

21st CCLC20
Original

Fiscal Agent DUNS #: 06486373

Fiscal Agent SAMS CAGE Code#: 50an9

One grant may serve a maximum of two schools. Each site must meet all RFA requirements.

All information below, except signatures, must be typed.

School #1: Oakview Elementary School
 Physical Address: 3111 Blackburn Avenue, Ashland, KY 41101
 Target Grades: K-5

School #2:
 Physical Address:
 Target Grades:

Fiscal Agent: Ashland Independent School District
 Superintendent/Chief Executive Officer: D. Sean Howard, Superintendent
 Physical Address: 1820 Hickman Street, Ashland, KY 41101
 E-mail: sean.howard@ashland.kyschools.us

Co-applicant: Paramount Arts Center
 Superintendent/Chief Executive Officer: Holly Canfield, Executive Director
 Physical Address: 1300 Winchester Avenue, Ashland, KY 41101
 E-mail: holly@paramountartscenter.com

Grant Writer: Rose-Linda Stafford
 Agency: Ashland Independent School District
 Phone #: 60-327-2797

Email: rose.stafford@ashland.kyschools.us

As confirmed by the signature(s) below, I/we confirm that the attached application was reviewed and approved for implementation by authorized representatives of all agencies connected with this application, including local school board(s), school site-based council(s), and the governing board(s) of other public and private organizations. I/We further confirm: (1) the information in this application is correct and complete; (2) failure to comply with all requirements and assurances, as listed in the RFA, will negatively impact funding and/or eligibility to apply for future grant opportunities; and (3) 21st Century Community Learning Centers will operate in accordance with current federal laws and regulations and the provisions of this application as approved.

D. Sean Howard
 Fiscal Agent: Superintendent/Chief Executive Officer

12-10-20

Date

Holly Canfield
 Co-applicant: Superintendent/Chief Executive Officer

12/7/2020
Date

Rose-Linda Stafford 12-10-20
 Notary Public: Date

Notary Seal (My Commission Expires: 2-15-23)

Assurances for Applicant and Co-applicant

The fiscal agent, co-applicant, and principal(s) of the school to be served, must initial on each assurance.

1. Meet the minimum number of hours and days as required under program operations. DSH HC RH
2. Begin program no later than three weeks after school starts and end no sooner than two weeks prior to school ending. RA DSH HC
3. Must provide dedicated space in the school(s) served for Site Coordinator to use daily. Space must be provided during program hours of operation, for both the academic school year and summer months. Programming space must be sufficient in size for the number of students to be served. DSH HC RH
4. A minimum of two certified teachers must serve in the program a minimum of 8 hours each per week per teacher or a combination of certified teachers may be used to meet the 16 hours required weekly per site served. DSH HC RH
5. Utilize the federal USDA snack program or the Child and Adult Care Food Program. Alternative funding sources must be used to pay for program snacks and/or meals. 21st CCLC funds may not pay for snacks or meals. DSH HC RH
6. Must immediately notify the KDE of a change in Site Coordinator. The district must designate an alternate person to ensure there is no lapse in programming. The alternate person must submit required reporting, complete data entry, and meet all state and federal requirements as outlined in the RFA. DSH HC RH
 - a. Prior to the departure of the Site Coordinator, the district must ensure all pertinent information is accessible for the alternate person. This must include a copy of the grant application, inventory list, program schedule, training timeline, CAYEN access for data entry, list of all program staff, Advisory Council meeting schedule and minutes, partners, USDA snack program and distribution of snacks to participants. DSH HC RH
7. Must uphold the parameters of the agreement with the Co-applicant as outlined in the original application. DSH HC RH
8. Must provide equitable opportunities for the participation of both public and private school students served by the award. DSH HC RH
9. The applicant must assure it afforded reasonable opportunity for public comment on the application. Public feedback must be collected and considered prior to submitting the application. DSH HC RH
10. The applicant assures it has described steps to ensure it will make equitable access to and equitable participation in the programs/activities to be conducted with such assistance as addressing the special need of students, staff, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. (Per the General Education Provision Act (GEPA). page 6 Section 427). DSH HC RH
11. Must administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans, and applications. DSH HC RH
12. Appropriate program staff must attend required trainings. The budget must support staff attendance at all required trainings outlined in the RFA and/or any other trainings required by the KDE. DSH HC RH
13. CBO or FBO applicants must submit an annual external audit each year of the grant. DSH HC RH
14. Must submit all required reports as required to the KDE. DSH HC RH
15. The Fiscal Agent and Co-applicant must assure that supplies, materials, technology, or equipment will not be used during the school day. DSH HC RH

16. Must comply with the guidance in the Continuous Progress Report to receive funding in the fourth and fifth years of the grant:
- Ability to demonstrate substantial progress has been made toward meeting the program goals and objectives, in measurable terms, as stated in the original grant application within the first three years; DSH HC RH
 - Maintain the scope of the original level of programs and services to the same number of students at reduced grant allocation in the fourth and fifth year; DSH HC RH and,
 - Provide documentation of completed state reports as required. DSH HC RH
17. Must comply with provisions of the Title IX of the Every Student Succeeds Act, the General Education Provisions Act (GEPA), and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77, and 82, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200 and 2 CFR 3474. DSH HC RH
18. Must comply with the following Acts of Congress DSH HC RH
- Civil Rights Act of 1964
 - Gun-Free Schools Act of 1994
 - Americans with Disabilities Act of 1990
 - Pro-Children's Act of 1994
19. Must comply with Stevens Amendment. DSH HC RH
20. Must comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110). DSH HC RH
21. The Fiscal Agent and Co-applicant must assure funds are not used for lobbying purposes. DSH HC RH
22. Must abide by and remain current on rules and regulations governing allowable and unallowable uses of funds. DSH HC RH
23. The school district, as a Fiscal Agent or Co-applicant, must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including mandatory information for completion of Annual Performance Report (APR) data collection. (Examples of current requirements include: grades, attendance, demographic, information, disciplinary infractions, and state assessment scores). DSH HC RH
24. **Assurance Regarding Compliance** – The grantee must comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies, and award conditions governing this program. The KDE may withhold up to 100% of any payment based on any non-compliance, misappropriation of funds, monitoring finding, audit finding, failure to become compliant, or pending any final report. Areas of non-compliance are maintained for each applicant following a formal compliance process. A grantee will be assigned a corrective action plan to implement and become compliant within 60 days. The KDE will provide additional technical assistance based on the area of compliance to support the grantee. DSH HC RH
25. **Assurance Regarding Continuation of Funding** – During year three, the KDE will review grantee continuation progress reports to determine eligibility for an additional two years of funding. Pending adherence to state and federal guidelines of the grant, continued federal appropriations, meeting number of regular attendees outlined in the application, and improved academic performance of the students, applicants will receive continuation funding for grant years four and five. If continued, in years four and five, programs must maintain the original level of programming and services to the same number of students. DSH HC RH
26. **Assurance Regarding Applicant Ending Grant** – If the applicant withdraws mid-cycle from a successfully funded grant, the applicant will be unable to reapply for a future grant to serve the identified school(s) for the remainder of the grant cycle. This period will be no less than five years from the date of termination. At that time, the grantee may reapply as a continuation applicant (if all eligibility requirements are met), but will be ineligible for any priority points awarded to continuation applicants. DSH HC RH

27. **Assurance Regarding Termination Process** – By written notice, the KDE may terminate the grant award for non-performance by the sub-grantee at any time during the term of the award. Examples of non-performance/non-compliance include the failure to:

- Provide a high quality program with evidence of academic progress DSH HC RH
- Implement the program as described in the application DSH HC RH
- Serve the number of regular attendee students as stated in the application DSH HC RH
- Meet the minimum hours of operation (hours/days/weeks/summer) DSH HC RH
- Adhere to assigned assurances DSH HC RH
- Submit required reports and documentation in a timely manner DSH HC RH
- Use funds in a reasonable and appropriate manner DSH HC RH
- Resolve a non-compliance audit/monitoring finding DSH HC RH
- Submit required data within the given timeframe DSH HC RH
- Implement a required Corrective Action Plan DSH HC RH

28. Uphold these assurance regardless of change of individual's serving the in the role or capacity of representative signing the application (School District, CBO's, FBO's). DSH HC RH

29. **Assurance Regarding Appeals Process** – The 21st Century Community Learning Centers (21st CCLC) program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015. The KDE is responsible for the administration and supervision of the 21st CCLC program. One aspect of the administration of the program is to ensure that funds are awarded to eligible entities on a competitive basis through a rigorous peer-review process (ESSA, Sec. 4203 (a) (4)). DSH HC RH

The KDE follows a two-step process for reviewing and awarding application: DSH HC RH

- Employees of the KDE who are familiar with the programs and activities under Title IV, Part B, review all applications for completeness and applicant eligibility (ESSA, Sec. 4201 (b)(5)(A))
- The KDE selects peer reviewers to review and rate the applications based on an established scoring rubric to determine the extent to which the applications meet the application requirements (ESSA, Sec. 4201 (b) (5) (C)).

Award decisions are made by a peer review committee based on the scoring rubric and merit of each application. The KDE's Grants Management Branch role is to facilitate the review process in accordance with state and federal statutes and regulations. Appeals based on a disagreement with the professional judgement of the peer reviewers will not be considered. Peer reviewers are non-KDE employees and are recruited based on background and expertise in providing effective academic, enrichment, youth development, and related services to children (ESSA, Sect. 4201 (b)(5)(B(i)). DSH HC RH

Appeals are limited to the grants that the KDE failed to correctly apply the standards and process for reviewing the application as specified in the Request for Application Guidance and supporting documents. DSH HC RH

30. **Assurance regarding Letter to Appeal** – Eligible entities that wish to appeal a grant application decision, must submit a full and complete written appeal, include the issue(s) in dispute, or other basis for the appeal position, and the remedy sought. The letter must be on an applicant's letterhead and include an original signature of the authorized applicant representative and be notarized. DSH HC RH

An original letter and two copies of the appeal must be delivered or mailed to the KDE. The KDE must receive the letter of appeal within 30 calendar days of the written notification of decision. Upon review of the appeal, a response will be provided to applicant within 30 calendar days. The KDE mailing address: ATTN: Grants Management Branch, 21st CCLC RFA, Kentucky Department of Education, 5th Floor 300 Sower Boulevard, Frankfort, KY 40601. DSH HC RH

31. Regardless of a change in leadership at the district level (Superintendent), district 21st CCLC program director, and/or at the school level (principal, or site coordinator), the district is responsible for immediately notifying the KDE, and must continue to meet all state and federal requirements as outlined in the RFA. DSH HC RH

ASSURANCES SIGNATURE PAGE

As an official representative of the **Fiscal Agent**, I certify that I have read this application and all assurances. By signing below I approve this application, will adhere to all assurances, and pledge my support.

D. Jean Howard Superintendent 12-10-20
Fiscal Agent (Signature and Title): Date

As an official representative of the **Co-applicant**, I certify that I have read this application and all assurances. By signing below I approve this application, will adhere to all assurances, and pledge my support.

Nelly Manfield Executive Director 12/7/2020
Co-applicant (Signature and Title): Date

As an official representative of the **school**, I certify that I have read this application and all assurances. By signing below I approve this application, on behalf of the school, will ensure the school adheres to all assurances, and pledge my support.

R. Howell 12/10/20
School Principal (School being served): Date

School Principal (additional school served): Date

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21st CCLC Logic Model

Not to exceed four pages

List Performance Goals:

Goal 1: Increase academic achievement of participating students in math, reading, and science.

Goal 2: Improve non-cognitive indicators of success in participating students.

Goal 3: Meet or increase the proposed number of students who will attend the program 30 or more days during the academic year.

Goal 4: Increase access to high-quality programming.

Goal 5: Increase access to transition readiness activities for middle/high school, or K-3 interventions and activities for elementary students.

Goal 6: Increase literacy and other educational opportunities, that are meaningful and intentional, to support parents and working families.

List Performance Indicators:

Indicator 1-1: By June 2022, 60% of regularly participating, targeted students will reach proficiency in reading as measured by K-Prep.

Indicator 1-2: By June 2022, 60% of regularly participating, targeted students will reach proficiency in math as measured by K-Prep.

Indicator 1-3: By June 2022, 60% of regularly participating, targeted students will reach MAP benchmarks in Reading and Math.

Indicator 2-1: By June 2022, there will be a 10% decrease in disciplinary violations.

Indicator 2-2: By June 2022, there will be a 1% increase in school attendance for participating students.

Indicator 2-3: By June 2022, the overall health and well-being of regularly attending students will shift and there will be a 5-10% decrease in the number of school nurse and school-based mental health referrals.

Indicator 3-1: By June 2022, there will be a 10% decrease in disciplinary violations.

Indicator 3-2: By June 2022, there will be a 1% increase in school attendance for participating students.

Indicator 3-3: By June 2022, the overall health and well-being of regularly attending students will shift and there will be a 5-10% decrease in the number of school nurse and school-based mental health referrals.

Indicator 4-1: By June 2022, 100% of regularly attending students will have access to evidence-based reading and math interventions.

Indicator 4-2: By June 2022, 100% of regularly attending students will have access to quality enrichment activities provided by high quality certified staff.

Indicator 4-3: By June 2022, 100% of regularly attending students will have access to quality enrichment activities provided by at least 5 community partners.

Indicator 5-1: By June 2022, 100% of regularly attending students through grade students will have access to at least 2 transition activities, before entering the middle school, including visits to the school.

Indicator 5-2: By 2022, at least 50 students will be signed up to participate in summer programming.

Indicator 5-3: By 2022, at least 50 students in grades K-3 will participate in daily reading program, 100% of those students will show improvement in reading as measured by STAR Reading.

Indicator 6-1: By June 2022, a minimum of 20 families will participate in at least one of the adult skill building programs offered by 21st CCLC program.

Indicator 6-2: By June 2022, a minimum of 10 families will participate in at least 2 of the adult skill building programs offered by 21st CCLC program.

Indicator 6-3: By June 2022, a minimum of 5 families will participate in no less than 4 of the adult skill building programs offered by 21st CCLC program.

Describe the participants to be served by the program:

- K-5th grade students struggling with reading and/or math
- K-5th grade students below grade level in reading and/or math
- K-5th grade students scoring below proficiency in reading and/or math on K-PREP and/or MAP
- K-5th grade participating students
- Parents of regularly participating students
- K-5th grade students in need of additional supports

List Performance Goals:

Goal 1: Increase academic achievement of participating students in math, reading, and science.

Goal 2: Improve non-cognitive indicators of success in participating students.

Goal 3: Meet or increase the proposed number of students who will attend the program 30 or more days during the academic year.

Goal 4: Increase access to high-quality programming.

Goal 5: Increase access to transition readiness activities for middle/high school, or K-3 interventions and activities for elementary students.

Goal 6: Increase literacy and other educational opportunities, that are meaningful and intentional, to support parents and working families.

Performance Indicators (Objectives)	Resources	Activities	Targeted Participants	Data Source used to Document improvement	Performance Measures (Outcomes)
<p>1-1: By June 2022, 60% of regularly participating, targeted students will reach proficiency in reading as measured by K-Prep.</p> <p>1-2: By June 2022, 60% of regularly participating, targeted students will reach proficiency in math as measured by K-Prep.</p> <p>1-3: By June 2022, 60% of regularly participating, targeted students will reach MAP benchmarks in Reading and Math.</p>	<p>Goal 1: Reading— Accelerated Reader, Lexia, Carbo, Easy CBM, No Red Ink, Activelylearning.com, IXL, Reading Plus, Flocabulary Math—Prodigy, Reflex Math, Symphony Math, IXL, Accelerated Math, Flocabulary STEM—Lego Robotics, Project Lead the Way, Student Technology Leadership (STLP), Generation Genius, Flocabulary Character Ed-- Too Good for Drugs, Too Good for Violence, Character Counts Parent Ed—Parent Café, Active Parenting</p>	<p>Goal 1: Daily academic skill building and homework help; computer lab and on-line apps; Annual individualized student learning plans; approved educational field trips; college campus visits; career fair; transition programming; 21CCLC staff/PLC meetings and parent conferencing.</p>	<p>1-1, 1-2, 1-3: K-5th grade students struggling with reading/math ; K-5th students below grade level in reading; K-5th grade students scoring below proficiency in reading/math on KPREP/ MAP; K-5th grade participating students; Parents of regularly participating students.</p>	<p>Goal 1: Annual K-Prep assessment; MAP-quarterly progress; Infinite Campus; Student report cards (quarterly); 21CCLC lesson plans; Formative/Summative Assessment; District Common Assessments; Participant surveys-student, partner, parent; Individualized Education Plans (IEP); Annual YPQA; Annual Center Profile Review; 21CCLC Advisory Council Reviews</p>	<p>Goal 1: 1-Students will be proficient in reading and math 2-Students will perform on grade level with their peers.</p>

Performance Indicators (objectives)	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures (outcomes)
<p>2-1: By June 2022, there will be a 10% decrease in disciplinary violations.</p> <p>2-2: By June 2022, there will be a 1% increase in school attendance for participating students.</p> <p>2-3: By June 2022, the overall health and well-being of regularly attending students will shift and there will be a 5-10% decrease in the number of school nurse and school-based mental health referrals.</p>	<p>Goal 2: Too Good for Drugs; Too Good for Violence; Character Counts; Active parenting; Homework without Tears; Healthy relationships; extended access to the Youth Service Center, homeless liaison, mental health, school nurses; Yoga; Zumba; strength-building and aerobics; archery; sports; cooking; and PE activities; youth chorus; drama; art; reading and writing club; community service learning; babysitting classes</p>	<p>Goal 2: Character Counts, Yoga, Zumba, strength-building and aerobics, archery, sports, cooking, youth chorus, art, drama, reading and writing clubs, Girls on the Run, community service learning, babysitting classes, Too Good for Drugs, Too Good for Violence,</p> <p>Goal 3: Homework without Tears, Parent Café, student selected enrichment activities, attendance incentives, awards and recognition activities, Student of the Month</p> <p>Goal 4: Reading—Accelerated Reader, Lexia, IXL Math—Reflex Math, Symphony Math, IXL STEM—Lego Robotics, Project Lead the Way, Student Technology Leadership (STLP) Character Ed--Too Good for Drugs, Too Good for Violence, Character Counts, NearPod Parent Ed—Parent Café, Active Parenting</p>	<p>2-1, 2-2, 2-3: K-5th grade participating students; K-5th grade students in need of additional supports; K-5th grade students with truancy and/or discipline issues.</p> <p>3-1, 3-2, 3-3: K-5th grade participating students; K-5th grade students in need of additional supports; K-5th grade students with truancy and/or discipline issues.</p> <p>4-1, 4-2, 4-3: K-5th grade participating students</p>	<p>Goal 2: Annual K-Prep assessment; MAP-quarterly progress; Infinite Campus; Student report cards (quarterly); 21CCLC lesson plans; Formative/Summative Assessment; District Common Assessments; Participant surveys—student, partner, parent; Individualized Education Plans (IEP); Annual YPQA; Annual Center Profile Review; 21CCLC Advisory Council Reviews; BMI data, School Nurse Reports; schools-based mental health caseload; Too Good for Violence/Drugs pre- and post-tests; 21CCLC lesson plans, formative/summative evaluations; District Common assessments.</p> <p>Goal 3: Parent program fliers; parent program sign-in sheets; parent program pre/post-tests; parent and community partner surveys; parent/teacher conference logs; parent and teacher surveys</p> <p>Goal 4: Pre/post surveys; MAP screener; K-Prep; PLTW assessments</p>	<p>Goal 2: 1-Student attendance, behavior will improve among those participating in the 21CCLC program. 2-Student's overall health, both mental and physical will improve among student participants.</p> <p>Goal 3: 1-Students will attend/participate regularly—improving school attendance and academic achievement. 2-Students will attend/participate regularly—improving health and wellness and parents will be more involved.</p> <p>Goal 4: 1-Students will participate in selecting activities creating “buy-in” and increased participation. 2-Community partners will assist in providing high-quality programming.</p>
<p>3-1: By June 2022, there will be a 10% decrease in disciplinary violations.</p> <p>3-2: By June 2022, there will be a 1% increase in school attendance for participating students.</p> <p>3-3: By June 2022, the overall health and well-being of regularly attending students will shift and there will be a 5-10% decrease in the number of school nurse and school-based mental health referrals.</p>	<p>Goal 3: Homework without Tears, Parent Café, Student selected enrichment activities, attendance incentives, awards and recognition, student of the month</p> <p>Goal 4: Reading—Accelerated Reader, Lexia, IXL, Activelylearning.com Math—Reflex Math, Symphony Math, IXL STEM—Lego Robotics, Project Lead the Way, Student Technology Leadership (STLP) Character Ed--Too Good for Drugs, Too Good for Violence, Character Counts, NearPod Parent Ed—Parent Café, Active Parenting</p>	<p>Goal 4: Reading—Accelerated Reader, Lexia, IXL Math—Reflex Math, Symphony Math, IXL STEM—Lego Robotics, Project Lead the Way, Student Technology Leadership (STLP) Character Ed--Too Good for Drugs, Too Good for Violence, Character Counts, NearPod Parent Ed—Parent Café, Active Parenting</p>	<p>3-1, 3-2, 3-3: K-5th grade participating students; K-5th grade students in need of additional supports; K-5th grade students with truancy and/or discipline issues.</p> <p>4-1, 4-2, 4-3: K-5th grade participating students</p>	<p>Goal 3: Parent program fliers; parent program sign-in sheets; parent program pre/post-tests; parent and community partner surveys; parent/teacher conference logs; parent and teacher surveys</p> <p>Goal 4: Pre/post surveys; MAP screener; K-Prep; PLTW assessments</p>	<p>Goal 3: 1-Students will attend/participate regularly—improving school attendance and academic achievement. 2-Students will attend/participate regularly—improving health and wellness and parents will be more involved.</p> <p>Goal 4: 1-Students will participate in selecting activities creating “buy-in” and increased participation. 2-Community partners will assist in providing high-quality programming.</p>
<p>4-1: By June 2022, 100% of regularly attending students will have access to evidence-based reading and math interventions.</p> <p>4-2: By June 2022, 100% of regularly attending students will have access to quality enrichment activities provided by high quality certified staff.</p>					

Performance Indicators (objectives)	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures (outcomes)
<p>4-3: By June 2022, 100% of regularly attending students will have access to quality enrichment activities provided by at least 5 community partners.</p> <p>5-1: By June 2022, 100% of regularly attending students will have access to at least 2 transition activities, before entering the middle school, including visits to the school</p> <p>5-2: By 2022, at least 50 students will be signed up to participate in summer programming, specifically AMS Boot Camp.</p> <p>5-3: By 2022, at least 30 students in grades K-3 will participate in a daily reading program, 100% of those students will show improvement in reading as measured by STAR Reading.</p> <p>6-1: By June 2022, a minimum of 20 families will participate in at least one of the adult skill building programs offered by 21st CCLC program.</p> <p>6-2: By June 2022, a minimum of 10 families will participate in at least 2 of the adult skill building programs offered by 21st CCLC program.</p> <p>6-3: By June 2022, a minimum of 5 families will participate in no less than 4 of the adult skill building programs offered by 21st CCLC program.</p>	<p>Goal 5: Reading—Accelerated Reader, Lexia, IXL Math—Reflex Math, Symphony Math, IXL STEM—Lego Robotics, Project Lead the Way, Student Technology Leadership (STLP) Character Ed--Too Good for Drugs, Too Good for Violence, Character Counts, NearPod Parent Ed—Parent Café, Active Parenting</p> <p>Goal 6: Active Parenting, Parent Café, bi-monthly research-based skill building parent involvement programs, Homework without Tears, Increased access to adult education services, parent/child learning and enrichment activities.</p>	<p>Goal 5: Reading—Accelerated Reader, Lexia, IXL Math—Reflex Math, Symphony Math, IXL STEM—Lego Robotics, Project Lead the Way, Student Technology Leadership (STLP), Character Ed--Too Good for Drugs, Too Good for Violence, Character Counts Parent Ed—Parent Café, Active Parenting Goal 6: Homework without Tears, Parent Café, student selected enrichment activities, attendance incentives, awards and recognition activities, Student of the Month</p>	<p>5-1, 5-2, 5-3: K-5th grade students; parents of K-5th grade students</p> <p>6-1, 6-2, 6-3: K-5th grade students; parents of K-5th grade students</p>	<p>Goal 5: PLTW assessments; MAP screener; K-PREP; STAR reading</p> <p>Goal 6: Parent satisfaction surveys; Pre/Post Surveys; program sign-in sheets and program evaluation forms.</p>	<p>Goal 5: 1-Students will build their confidence and be more prepared for the transition to high school. 2-Students will build their confidence and be more prepared for subsequent years of middle school and high school.</p> <p>Goal 6: 1-Student/parent relationships will improve and parents will become more aware of the importance of overall well-being for their child and themselves. 2-School/home communication will improve and parents will be more support of academic achievements.</p>

Part 1: Needs Assessment

1.1: Community notification and availability for public input: The public was informed of the Ashland Independent School District's (AISD) intent to apply for the 21st CCLC program for Oakview Elementary School (OES) via the District website, social media, and the school marquee, as well as informing the Board of Education, Youth Service Center Advisory Council, and the Site Based Decision Making council at the school. After public notification, the community was able to submit ideas/concerns for the planning committee to consider and view the proposal prior to school board approval at the local FRYSC office.

1.2: Stakeholders involvement in planning and development: A planning committee was formed with the task of developing a comprehensive proposal that takes into consideration the gaps at the school, particular needs, and an efficient implementation plan. This committee included the following: 2 parents, 2 community members, 2 teachers, 2 students, principal, assistant principal, FRYSC Coordinator, and district grant writer. Input from the committee was used during the planning process. The Family Resource Youth Service Center (FRYSC) Advisory Council, many members were included in the committee, were briefed at their recent meeting and they were able to give feedback, as noted in the 11/20/2020 minutes, which are available for review. This advisory council will also serve as the advisory council for the 21st CCLC program.

1.3: Target population to be served by the program: The targeted population for the program is K-5th graders at OES as well as those interested students from the local parochial school and home-schooled students in the district. The applicant school serves a socioeconomic mix of low to high income families, including students living in the regional domestic violence shelter, the local homeless shelter, and four public housing complexes. Priority enrollment status will be offered to students performing below grade

level or scoring less than proficient in reading and math, as determined by MAP and K-Prep scores, free/reduced lunch status, homeless students, those with IEP's, and those receiving Response to Intervention (RTI) Tier II and III interventions for reading, math, and/or are exhibiting behavioral issues. Oakview Elementary School's 21st CCLC program, Cognizant Comets will serve an average of 50 regularly participating students. The program director, principal, homeless liaison, RTI team, reading and math interventionists/faculty will review enrollment forms and determine the priority list of student participants using assessment data, non-cognitive indicators, and teacher referrals. Personal contact will be made with parents of priority students to encourage participation. When all slots have been filled with priority students, any remaining slots will be filled using the same criteria.

1.4: Risk factors for the community: Ashland is a small Appalachian city/rural county with a public school enrollment of 3,383 students (www.nces.ed.gov). Oakview Elementary School, educates 307 students, and is a School-Wide Title I school serving K-5th grades. School administrators, teachers, students, parents, and community partners (all of whom will be represented on the proposed advisory council) reviewed existing data and collected new information to develop a sound plan and complete the 21st CCLC application for Oakview Elementary School (OES), Cognizant Comets After School Program in partnership with the Co-Applicant, Paramount Arts Center (PAC). Focused conversations identified the following community risk factors:

Community Indicators and Family Needs	Source of Data
Poverty: Deep Poverty (less than 50% of poverty level)—15%; Poverty (100% of poverty level)—26.8%; Low income (less than 200% of poverty level)—48%	KY Kids Count Data
Illiteracy Rate--11% of county population has less than a 8 th grade education; 16% has less than a high school diploma	County Adult Education Program
County has one of the higher rates of out-of-home placements (relative care, foster care) in the state—105.5 per 1,000 (state rate 51.1)	KY Kids Count; DCBS-county TWIST report; CCC
Juvenile Crime rates increase between the hours of 3 PM and 6 PM and during summer months	City Police Chief

Increase in juvenile status offenses—truancy, out-of-control charges, and substance abuse charges	County Juvenile Justice-District Court Judges/CDW
Epidemic levels of alcohol and opioid substance abuse	Pathways to Prevention
Education levels of new moms: 11.6% of births were to mothers with no high school diploma	KY Kids Count Data
Food Insecurity: 23% of children in Boyd County live in food insecure households	Boyd County Kids Count Data
Median Income for Boyd County is \$46,165	US Census data (census.gov)

1.5: Addresses data components for school to be served:

Identified Student and Family Needs by School		Source of Data
Students scoring below proficiency on K-PREP assessments in core areas of math, reading, social studies, science, and writing	49.3% Math 40.1% Reading 50% Social Studies 74.5% Science	K-PREP and MAP
Qualify for Free and Reduced meals	96.7%	KDE Qualifying data
Students receiving Response to Intervention (RTI) Tier II and III interventions for math and reading	151 receiving Tier II and III 49% of students 79 Reading 72 Math	School RTI report; CSIP
Students classified as Economically Disadvantaged	297 of 307 students	School Report Card
Students receiving special education services	94 with IEPs—31%	School Report Card
Number of students in the Emotional and Behavioral Disorder (EBD) Unit	48 students 16%	Principal IC discipline report
School-based Mental Health Therapist average caseload	Pathways: 25 students 8% of students	School based services report
Percentage homeless students	11 students 3.58% of students	School Report Card
Students in foster care	4 students	School Report Card
Early Warning Total data—students at risk of not graduating on time	12 students high risk 44 students medium risk	Infinite Campus report
Average number of visits to school nurse each week	40 visits—top reason for visits is medication administration	School nurse report
District-wide attendance - 94.45%; 252 final truancy notices; 2 criminal complaints against 18-year old's; 42 complaints against parents of children grade K-5; 43 truancy affidavits; 37 students placed on truancy diversion; 6 students on FAIR team.		Infinite Campus attendance report; DPP report for 2018-2019 school year
District-wide Free/Reduced Lunch Rate—(5 elementary, 1 middle, and 1 high school)72.24% is the lowest for all schools 100% is the highest for all schools		KY KIDS Count—Boyd County Data; KDE USDA F/R
Teachers top 5 barriers to learning: 1-food/clothing/ supplies/housing; 2-hygiene; 3-life skills; 4-lack of sleep ; 5-conflict management		FRYSC Teacher survey 2019-2020
Top 5 needs of parents: 1-self-esteem/social emotional issues; 2-tutoring/testing support; 3-food/ clothing/ school supplies/housing; 4-behavior; 5-dealing with anger/conflict management		FRYSC Needs Assessment

Oakview Elementary School -----K-Prep

	# of students	% Proficient/ Distinguished	% with growth	# F/R lunch	% F/R lunch	% of F/R at Proficient/ Distinguished	# IEP	% IEP	% IEP at Proficient/ Distinguished
5th Grade	56	41.07%	83.02%	42	75.00%	28.57%	19	33.93%	21.05%
4th Grade	47	44.68%	59.57%	27	57.45%	29.63%	16	34.04%	31.25%
3rd Grade	49	67.35%		40	81.63%	67.50%	14	28.57%	42.86%
Total	152	50.66%	72.00%	109	71.71%	43.12%	49	30.61%	30.61%

Mathematics-MAP Results-% Below Grade Expectation

Grade	Spring 2019	Fall 2019	Winter 2020	Fall 2020
5	71.93%	62.96%	56.60%	57.50%
4	68.75%	44.44%	53.85%	51.43%
3	54.90%	48.08%	49.09%	45.45%
2	58.00%	51.16%	65.91%	37.50%
Total	63.59%	51.72%	55.88%	47.97%

Reading-MAP Results-% Below Grade Expectation

Grade	Spring 2019	Fall 2019	Winter 2020	Fall 2020
5	47.37%	59.26%	49.06%	42.05%
4	50.00%	37.04%	42.31%	52.78%
3	49.02%	32.69%	37.04%	30.30%
2	40.00%	48.84%	45.45%	45.24%
Total	46.60%	44.33%	43.35%	43.05%

The data in the sections 1.4 and 1.5 indicate the significant need for afterschool skill building, tutorial, and homework help services, especially for the gap groups of free/reduced meals and special needs students. The number of students scoring below proficiency who also qualify for free/reduced lunch and those with IEPs is significant. High numbers of students, more than 49% of the total population, are in need of Response to Intervention (RTI) remediation for reading and math. The recently released KY Kids Count data for the county shows a growing number of children living in abject poverty, living in out-of-home placements, and even higher numbers of students not graduating from high school. Non-cognitive indicators are often predictors of personal success and academic achievement as noted in the ACE studies of the Search Institute. Exposure to repeated trauma and limited internal and external assets or protective factors are related to children's brain, cognitive, and emotional development. OES has a significant number

of students living in the domestic violence and homeless shelters. This is difficult enough, but they are often deprived of extended familial supports and have very limited access to comfortable learning environments with ready technology for homework help, or transportation to get to the library or other enrichment opportunities. Schools and the caring adults there are the only safe haven for many students. The FRYSC Annual Needs Assessments tell the story of a growing number of relatives raising children, stressed parents dealing with high unemployment, poverty, epidemic substance abuse, child neglect, abuse, and juvenile delinquency, poor physical and mental health, and low adult literacy levels. The proposed 21st CCLC program provides a safe, drug-free, nurturing learning environment with access to academic, social, and emotional development support for school, college, and career readiness for the most vulnerable of students and their families.

1.6: Feedback from teachers, students, parents, and community: The FRYSC office conducts Annual Needs Assessments, these assessments are sent to teachers via Google Forms and the parents via paper copy. The results are tallied and analyzed. The data from last spring was used to develop a comprehensive list of needs for parents and teachers. The data was presented to the Site Based Decision Making Council (SBDM) and the FRC Advisory Council. An informal survey was conducted with community agencies as to what they would like to see implemented in an afterschool program. All of this feedback was used to develop a sound plan for the 21st CCLC program. The planning committee then went back to select teachers and parents (those who serve on the SBDM and Advisory Council) and asked them to read the proposal and give honest and candid feedback which was then used to make changes to certain aspects of the recruitment and retention strategies.

1.7: School and Community Resources: Ashland is a community full of helping organizations of all kinds. *The Neighborhood* (Neighbors Helping Neighbors), serves as the hub of all agencies and works as a clearinghouse to ensure services are delivered with fidelity, efficiency, and equity at the root of all it does. A resident of Ashland can get a Neighborhood card which opens a wealth of resources for their consumption. *The Neighborhood* houses the following entities under one roof: CARES (referral agency); Community Kitchen (free meals); Clean Start (showers, haircuts, cleaning supplies, and mailbox availability for homeless population); River Cities Harvest (food pantry); The Dressing Room (free clothing monthly to card holding families); The Drop (mental health services for teens including tutoring, computer access, and recreational meetings); Transportation Station (program to receive and rebuild bicycles, and electric bicycles available to be checked out for work related transportation). Ashland also has the following groups that do great work to help the families in our area: Hillcrest Bruce Mission, Friends of the Children (clothing), Salvation Army, Shelter of Hope, and Safe Harbor. The school's FRYSC Coordinator is active on various community boards, including ASAP, RIAC, CCC, FAIR Team (alternate), attends monthly meetings with DCBS, and Boyd County Interagency Council. This keeps the school "in the loop" as to what is going on in the community and various new ways of meeting the needs of our most vulnerable citizens.

1.8: Consultation process with private/home school officials: Consultations were held with the parochial school served by our District with federal dollars, as well as the local home school co-op. They were informed of our intent to apply for the funding and input was solicited as to what needs could be met for them. Should the proposal be funded, student registration information will be provided for enrollment and participation

in the program to both groups. The principal of the parochial school will be invited to serve on the Advisory Council.

1.9: Signed private/home school consultation form located on page 60.

1.10: Access for students with special needs: Cognizant Comets will be open to all students and accommodations will be made according to the needs of students. Individualized Education Plans (IEPs) and/or 504 plans will be consulted and implemented when appropriate for the afterschool programs. No child will be prohibited from attending because of any special needs or needed accommodations.

Part II: Project Design

2.1: Performance goals (PG) and SMART performance indicators (PI)

PG 1: Increase academic achievement of participating students in math, reading, and science.
Identified Need: On average 30-60% of students, especially those in gap groups, are below expected grade levels and scoring below proficiency in reading and math, as measured by KPREP and MAP
PI 1: By June 2022, 60% of regularly participating targeted students will reach proficiency in reading as measured by K-Prep (annual state assessment)
PI 2: By June 2022, 60% of regularly participating targeted students will reach proficiency in math as measured by K-Prep (annual state assessment)
PI 3: By June 2022, 60% of regularly participating targeted students will reach MAP (recognized universal screener) benchmarks in Reading and Math
PG 2: Improve non-cognitive indicators of success in participating students
Identified Need: 89.78% of students qualify for free/reduced lunch as measured by Qualifying Data
PI 1: By June 2022, there will be a 10% decrease in disciplinary violations.
PI 2: By June 2022, there will be a 1% increase in school attendance for participating students.
PI 3: By June 2022, the overall health and well-being of regularly attending students will shift and there will be a 5-10% decrease in the number of school nurse visits and school-based mental health referrals
PG 3: Meet or increase the proposed number of students who will attend the program 30 or more during the academic year
Identified Need: There is no baseline data as the schools do not have a current 21st CCLC program.
PI 1: By June 2022, there will be a 10% decrease in disciplinary violations.
PI 2: By June 2022, there will be a 1% increase in school attendance for participating students.
PI 3: By June 2022, the overall health and well-being of regularly attending students will shift and there will be a 5-10% decrease in the number of school nurse visits and school-based mental health referrals
PG 4: Increase access to high-quality programming
Identified Need: There is limited access to affordable academic and tutorial support after school with enrichment programs offered by highly skilled certified teachers and community partners
PI 1: By June 2022, 100% of regularly attending students will have access to evidence-based reading and math interventions.
PI 2: By June 2022, 100% of regularly attending students will have access to quality enrichment activities provided by high quality certified staff.
PI 3: By June 2022, 100% of regularly attending students will have access to quality enrichment activities provided by at least 5 community partners.
PG 5: Increase access to transition readiness activities for middle school and K-3 literacy interventions and activities for elementary students.
Identified Need: Low adult education status, higher dropout rates for high school and college, and increased numbers of students needing remediation upon college entrance.

PI 1: By June 2022, 100% of regularly attending 5 th grade students will have access to at least 2 transition activities, before entering the middle school, including visits to the school.
PI 2: By June 2022, at least 50 students will be signed up to participate in summer programming.
PI 3: By June 2022, at least 30 students will in grades K-3 will participate in daily reading program, 100% of those students will show improvement in reading as measured by STAR reading.**
PG 6: Increase literacy and other educational opportunities, that are meaningful and intentional, to support parents and working families Identified Need: Limited parent involvement, inadequate home-school communication, generational poverty, low adult education status, and demanding job/shifts limit significant parental involvement.
PI 1: By June 2022, a minimum of 20 families will participate in at least one of the adult skill building programs offered by 21st CCLC program.
PI 2: By June 2022, a minimum of 10 families will participate in at least 2 of the adult skill building programs offered by 21st CCLC program.
PI 3: By June 2022, a minimum of 5 families will participate in no less than 4 of the adult skill building programs offered by 21 CCLC program.

** Reading program to be utilized at OES will be Lexia Core5 Reading. Students who receive Tier II and III services will work in small groups with a certified teacher each day after school. The students who are working at grade level will be placed in small groups to work on acceleration.

Academic Activities

2.2: How program will meet challenging State Academic Standards and local standards: All programming will be aligned with the state and local standards and will be tailored to meet the needs of the participants. Evidence-based programming will lend itself to integration and will allow for the students to reach beyond the classroom and become proficient in all areas of academics. Activities will take place in a safe, drug-free, well-supervised learning environment. Programs are student focused and planned in collaboration with regular and special education teachers and aligned with KAS. Activities will follow the school's curriculum map and weekly lesson plans to meet identified academic needs/gaps as outlined in the CSIP by providing language arts, math, STEM, practical living, arts and humanities, and PE activities four days a week 123 days during the school year and 2 weeks in the summer. Evidence-based parent engagement activities will foster student success. 21CLCC staff will attend Professional Learning

Community (PLC) meetings and RTI team meetings to work seamlessly in meeting students' needs by connecting the regular school day with the 21st CCLC program.

2.3: Beyond homework help, the applicant describes how 50% of program activities will provide remediation and/or acceleration, and 50% will provide enrichment: Each morning for one hour the 21st CCLC program will offer a Books and Breakfast program, afterschool the program will consist of 1 hour of academic support, to include remediation and/or acceleration. There will also be 1 hour of enrichment. This enrichment will be academic in nature as well as bringing physical fitness and the arts into focus for the student attendees.

2.4 and 2.5: Describes how activities are evidence based or research based and STEM Opportunities: The school has a number of evidence-based or research-based programs already in use that will also be utilized afterschool. Using these programs in both the regular school day and the afterschool program will ensure cohesion of the program and the regular day. The table below shows the evidence-based programming already in use:

	Evidence-Based Program	Description
Reading and Literacy	Accelerated Reader	A progress monitoring software offering reading practice, and tools to motivate or accelerate reading skills (www.renaissancelearning.com)
	Lexia Core5 Reading	Provides personalized learning on critical reading and language skills with real-time data. It is a comprehensive technology-based literacy program that extends learning for students who are advanced and accelerates learning for those who are struggling. It address the development of oral language, reading, spelling, and writing skills. It is one of the most rigorously researched and independently evaluated programs (www.lexialearning.com)
	Power Reading Online	A reading program focused on comprehension and fluency building to help struggling readers.
Math	IXL	IXL is personalized learning. With a comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner. (www.ixl.com)
	Reflex Math	Individualized on-line games-based math fact fluency practice. (www.reflexmath.com)
	Symphony Math	A web-enabled program with a visual and highly intuitive interface, helps students understand at a conceptual level instead of being overwhelmed by numbers, students move at their own speed and learn how math works. (www.symphonylearning.com)

	IXL	IXL is personalized learning. With comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner. (www.ixl.com)
STEM	Lego Robotics	Offers powerful, exciting, and inspiring solutions within literacy
	Mystery Science	The unites are used to support non-fiction writing. It features 5 minute videos paired with a writing prompt. Supports ELA instruction also.
	Student Technology Leadership (STLP)	Uses project-based learning principles to empower student learning and achievement through the utilization (and creation) of technology to solve school and community needs (www.stlp.education.ky.gov)
Character Education	Too Good for Drugs	Designed to promote life skills, character values, and resistance skills to negative peer influence (www.toogoodprograms.org)
	Too Good for Violence	Designed to promote life skills, character values, and resistance skills to negative peer influence (www.toogoodprograms.org)
	NearPod	Features lessons for social emotional learners that include direct instruction in practice with self-awareness, self-management, social awareness, relationship skills, and responsible decision making.
	Character Counts	The nation's most popular and effective character education program (www.charactercounts.org)
Parenting	Parent Café	Parenting program that focuses on the six protective factors as outlined by Kentucky Strengthening Families (www.kidsnow.ky.gov)
	Active Parenting	Evidence-based program cover topics including parenting programs, step-parenting, divorce, school success, and character education (www.activeparenting.com)
	Homework without Tears	Lee Canter's evidence-based program on how to motivate children to do homework and succeed in school

2.6: Program is or will be embedded in the CSIP: Key 21st CCLC programs, services, and activities will be evidence-based and aligned with Kentucky Academic Standards (KAS), the school's curriculum map and the Comprehensive School Improvement Plan (CSIP). The program will be in embedded in the CSIP and will be utilized to meet proficiency goals and most importantly would be a great tool to assist in closing the achievement gap.

2.7: Program schedule: Activities during the before/after school/out-of-school program include but are not limited to: drug and violence preventions education, tutoring, academic improvement in core content areas, STEM program, visual and performing arts, parent involvement/training, full integration of individuals with disabilities, community enrichment, service learning, nutrition education and healthy snacks, physical/recreational activities, integrated social services, technology education,

transportation, and family literacy education. Cognizant Comets will operate Monday-Friday from 7:20 AM to 7:50 AM with Books & Breakfast in the school cafeteria (library books will be available for check out and AR testing). Monday-Thursday the program will operate afterschool from 2:55 PM to 5:30 PM. School bus transportation will be available for participating students. The following table illustrates a typical daily schedule.

Monday-Thursday PM Monday-Friday AM	School Year (5 days per week – August to May)
7:20AM-7:50AM	Books and Breakfast
2:55PM-3:15PM	Snack
3:15PM-4:30PM	Academic Support —remediation and acceleration, homework help, reading, and math RTI interventions
4:30PM-5:30PM	Academic Enrichment (STEM, STEAM, Arts/Humanities, Practical Living, Physical Education), approved educational field trips, clubs, guest speakers, special events
5:45PM-6:45PM	Intentional and targeted parent skill-building programs—Family Literacy, Family Health and Wellness, performances--(bi-monthly or more often)

Recruitment and retention

2.8: Describe a minimum of 3 recruitment strategies—Enrollment packets for the 21st CCLC program will be sent home with every student on the first day of school. Goals of the program, proposed services and activities, and criteria for identifying and prioritizing enrollment and participation will be included in the registration packet.

Recruitment Strategies
Strategy 1: Teachers will refer students when their grades drop below the acceptable level in core classes. Paperwork will be sent home with student and phone or e-mail contact will be made with the parent to encourage enrollment.
Strategy 2: The 21st CCLC program will offer homework help and enrichment to the student athletes prior to their practices, easing after school transitions for parents.
Strategy 3: Personal phone calls will be made to parents whose children have been struggling either academically or socially as identified by core teachers and Youth Service Center staff.

2.9: Describe a minimum of 3 retention strategies: Recruitment is vitally important, but once you get them in the door the key is to keep them interested, excited and anxious to continue attending. The following are the retention strategies that were developed by the planning committee, with input from students:

Retention Strategies	
Strategy 1:	Students who attend at least 30 days will be rewarded with a pizza party (paid for by the FRYSC).
Strategy 2:	Students will have their name placed in the mix for a drawing (1 entry for every 5 days they attend). At the end of the year, there will be a drawing for 3 large items (i.e., a Kindle, AirPods, a bicycle) and 10 smaller items (i.e., t-shirts, gift cards, movie tickets).
Strategy 3:	Students who attend every day per session of the summer camp will be rewarded with a movie field trip (paid for by the FRYSC).

Linkage to regular school day

2.10: Formal process for communication with school day staff: All 21 CCLC programs are data driven and aligned with KAS and the schools' CSIP. Delivery of afterschool academic support will follow the school's RTI plan to ensure the appropriate level of math and reading intervention meet students' needs. 21st CCLC staff will collaborate with regular and special education teachers to design lessons plans connected to the regular school day curriculum map. 21st CCLC staff will attend PLC's and RTI team meetings to tailor programs, activities, and services to students' Individualized Learning Plans, and reading/math intervention strategies, and more. Supportive apps used in RTI will be used in the 21st CCLC program. Tiers I, II, and III academic interventions will be provided by highly skilled certified teachers and support staff who also teach during the regular school day. Teachers and 21CLCC will communicate daily by email regarding work that is needed to be made up afterschool by each student.

Groups		Communication methods
Site Coordinator	Teachers	Daily via email; Monthly—Google form survey; Monthly—Site Coordinator will attend at least one staff meeting
	Parents	Daily—posts on social media; Monthly—newsletter (will also be posted on social media and school and district websites)
	School administrations	Daily updates to Principal and Assistant Principals via email regarding any information that they need to be aware of from the previous day's program; Monthly--Site Coordinator will attend at least one Administration Team meeting each month
	FRYSC	Daily updates to FRYSC office regarding any needs that arose for students the day before during after school programming
	Community	Daily—posts on social media; Monthly--newsletter (posted on social media and school and district websites); Programming reports via local media outlets

	Students	Daily--via social media; Daily--students who attend the program; Weekly contacts with students who have not been attending regularly; Monthly—newsletter
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2.11: Program referral process and a system for prioritizing student enrollment:

Students will be referred by teachers, administration staff, FRYSC staff and parents. Teachers may refer students for remediation, acceleration, and/or for social emotional support. Administration and FRYSC staff will refer to the program based on the same criteria. Parents will be informed of the program and will be able to refer their children, based on academic and social emotional needs as well as to assist with afterschool care for their child. Priority enrollment status will be offered to students performing below grade level or scoring less than proficient in reading and math, as determined by MAP and K-Prep scores, free/reduced lunch status, homeless students, those with IEP's, and those receiving Response to Intervention Tier I and II interventions for math or reading, and/or behavioral issues.

2.12: Program personnel school meetings and professional development: 21st CCLC staff will attend PLC's and RTI team meetings to tailor programs, activities, and services to students' Individualized Learning Plan, and reading/math intervention strategies, and more. Site Coordinator will attend at least one staff meeting monthly as well as at least one staffing meeting with the FRYSC office to stay abreast of what the needs are during the school day as well as the day-to-day needs of the students in the program. District trainings, such as Google trainings, are available for the 21st CCLC staff also and will be attended based on the needs of the Site Coordinator and staff.

Adult Skill Building

2.13: Grant funds for adult skill-building: The 21st CCLC program will offer 6 adult skill-building programs. The programs will be held from 5:45-6:45 every other month on a Thursday evening. The calendar will be given to parents upon enrollment so that they

can plan ahead and put it on the schedule. The Planning committee budgeted \$3,435 in year 1 and \$5,000 in years 2 and 3 to fund these programs as illustrated on the grant budget forms. The need for parent supports voiced by the staff of the school and the parents themselves justifies the amounts budgeted.

2.14: Six adult skill-building activities for parents: For the first year of funding the planning committee looked at the current needs of our families, as reported on the school's Title I Parent Involvement Annual meeting/survey information and FRYSC Family Needs Assessment. The committee took the information and built a quality, informative, and of-the-moment program menu.

Topic	Description	Partnering Agency
OES 101	What to expect, who to ask, what we offer.	South Ashland Family Resource Center; School Administration; Club and Extra Curricular Sponsors
Technology	Zoom, Google Meet, Microsoft Teams, and Infinite Campus. Participants will get an overview many different types of technology.	School Technology Coordinator; Boyd County Public Library
Resume Building	Helping parents tap into their qualities, including those soft skills. Each participant will leave with a resume to assist with job search.	Boyd County Extension Office; TENCO Unemployment Office
Financial Literacy	Budgeting, couponing, and knowing what services are offered by community agencies	City National Bank; Boyd County Extension Office; FRYSC
Internet Safety	Internet safety program to show guardians the dangers of the internet, how to monitor their children and who they interact with on-line.	Kentucky State Police, Ashland Police Department; School Resource Officers
Health and Wellness	Family Health: The school nurse and KDMC will conduct wellness tests (blood pressure, blood sugar, cholesterol, etc); will also introduce families to mindfulness and various home exercises.	Kings Daughters Medical Center (KDMC); school nurse; Physical Education teachers; YMCA; Eternal Yoga

A pre/post survey will be done at each adult skill-building program. This feedback will be analyzed by program staff after each session to see what can be done better and what needs to change. This will also serve as a gauge of what the parents want and enjoy. A google form will be sent out toward the end of the 1st year of funding to survey parents regarding what kind of programming they would like to see in the coming year. This feedback will be used to plan a dynamic, audience-driven program for the 2nd year of funding. This will be the same for the planning of the 3rd year of programming.

Summer Programming

2.15: Describes summer activities for elementary or middle/high schools programs: Summer programming will consist of 2 weeks for the Cognizant Comets program. The summer camp will operate for 4 weeks, 5 days a week, 6 hours a day. The camp will operate for the entire month of June. Activities will be well-planned, fun, exciting, learning experience for all in attendance. Academic remediation/acceleration and enrichment activities will all focus on Science, Technology, Engineering and Math. A theme will be chosen each year and the culminating activity (approved field trip) will coincide with the chosen theme. Community partners, as well as school staff will be on hand to keep students on track and avoid the dreaded "summer slide", getting them ready to come back for another great year at OES.

2.16: Detailed schedule for summer programming and summer timeline: The summer program will operate for 4 weeks, 5 days a week, 6 hours a day for a total of 120 hours of summer programming. Summer programming will begin summer 2022. School bus transportation will be available for participating students. The following table illustrates a typical daily schedule.

Monday-Friday	OES—4 weeks, 5 days, 6 hours a day
8:00 AM-8:30AM	Breakfast
8:30 AM-10:00AM	Math remediation/acceleration
10:00AM-11:00AM	Enrichment—STEM
11:00AM-11:30PM	Lunch
11:30AM-1:00PM	Reading remediation/acceleration
1:00 PM-2:00PM	Enrichment—Arts and Humanities

Part III: Program Operations

Minimum Operations

3.1-3.2: Timeline of operations, from July 1, 2021-September 30, 2022

The timeline of operations for period of July 1, 2021-September 30, 2022 is as follows:

Timeline	Milestones
July 2021	PR—announcement of grant award; post and hire positions; secure space, equipment, and instructional supplies; establish and meet with Advisory Council (1); secure contracts and service agreements; set up MUNIS budget plan and record keeping standards, PD as required; Kick-off event planning; plan fall program; set up

	social media platforms to keep families, students, and staff up-to-date on information; conduct required background checks, orient, and train staff and volunteers; recruit students and community partners; Level I, Part I orientation for site coordinator and co-applicant (2 days)
August 2021	Hold Kick-Off event in conjunction with Open House; Program Director to meet with all regular and special education teachers to develop lesson plans, intervention strategies, and individual learning plans for participating students; staff meetings; begin developing data collection and formative evaluations (pre/post assessments, surveys); on-going weekly data entry; A Plus training for 2 staff persons (1 day) ; Adult Skill building activity (1); school year begins
September 2021	Advisory Council meeting (2); on-going weekly data entry; implement full menu of before/after school activities that will operate from the first week of September until May; on-going recruitment and retention; emergency drill will be conducted
October 2021	on-going weekly data entry; Level I Part II for site coordinator and key personnel (2 days)—year 1; Multi-State Conference annually for site coordinator at a minimum (3 days); Adult Skill building activity (2); on-going recruitment and retention; emergency drill will be conducted
November 2021	Advisory Council meeting (3); formative evaluation data collection—utilizing Early Warning Tool and feedback from teachers, administration, and parents; on-going weekly data entry; on-going recruitment and retention; Thanksgiving break
December 2021	on-going weekly data entry; Adult skill building activity (3); on-going recruitment and retention; Christmas Break
January 2022	Advisory Council meeting(4) on-going weekly data entry; on-going recruitment and retention; emergency drill will be conducted
February 2022	on-going weekly data entry; regional spring training (1 day); Adult Skill building activity (4); on-going recruitment and retention; emergency drill will be conducted
March 2022	Advisory Council meeting(5); formative evaluation data collection—utilizing Early Warning Tool and feedback from teachers, administration, and parents on-going weekly data entry; regional spring training (1 day); on-going recruitment and retention; emergency drill will be conducted
April 2022	on-going weekly data entry; Adult Skill building activity (5); on-going recruitment and retention; Spring Break; emergency drill will be conducted
May 2022	Advisory Council meeting(6); summative data collection; on-going weekly data entry; regular school year programming will end; on-going recruitment and retention; School out for the summer
June 2022	on-going weekly data entry; week 1 of summer programming (dates to be determined); Adult Skill building activity (6) on-going recruitment and retention;
July 2022	on-going weekly data entry; on-going recruitment and retention
August 2022	Advisory Council meeting; on-going weekly data entry; week 2 of summer programming (dates to be determined); on-going recruitment and retention
September 2022	on-going weekly data entry; on-going recruitment and retention

Staffing

3.3: Minimum of 2 certified teachers for a minimum of 8 hours per teacher: For every hour that the program is operation there will be a minimum of two certified teachers on staff to work with the students. The program will operate 13 hours a week and will be fully staffed by certified staff persons, exceeding the minimum requirements.

3.4: Staffing chart listing positions, qualifications, and program responsibilities.

Position	Qualifications	Responsibilities
Site Coordinator	Bachelor's degree and 2 years of experience working with children, or experience equal to a degree and 2 years of experience working with children	Planning, implementation, and supervision of 21st CCLC program. Data collection and input.
Certified teachers	Kentucky Teacher Certification	High quality instruction for academic portion of the 21st CCLC program
Classified staff	High School diploma/GED, successfully pass the Kentucky Paraeducator Assessment, or 48 hours of college course work	High quality instruction for academic portion of the 21st CCLC program

3.5: Describes how a minimum of 2 staff will be certified in CPR and First Aid: The Site Coordinator will be certified upon hire. CPR and First Aid training will be offered for all teaching staff and volunteers. At least 4 teachers will be certified and at least 2 volunteers will be certified to ensure adequate numbers of staff are certified to ensure proper safety measures are in place.

3.6: Staff training on emergency policies, procedures, and guidelines: School and district policies/procedures/guidelines will be part of the orientation for each 21CLCC staff. All staff will be expected to follow the guidelines set forth upon hire. Emergency procedures, including annual active shooter, lockdown drills, earthquake drills, tornado drills, and fire drills will be practiced during the afterschool program based on the school schedule of emergency drills. Staff will also be trained on how to complete an incident report, to prepare them in case of an accident during the afterschool program.

3.7: CPR certified staff member present during programming at all times: The Site Coordinator and an alternative will be certified in CPR. The Site Coordinator will be on-site at all times, however in the event that he/she has to be off for some reason, an alternative staff person will be certified as well in order to fulfill this requirement.

3.8: Full-time Site Coordinator will be employed a minimum of 220 days: The Site Coordinator will be hired for 220 days a year at 6 hours a day. This is a full-time position

and will include benefits. Annual formative and summative performance evaluations will be completed by building Principal for Site Coordinator.

3.9: Staff and volunteers will be trained and vetted to work in the program: Staff and volunteers will all undergo state and federal background checks as well as CANS check prior to any interaction with children. All school staff who teach have already undergone these vetting processes. The paid staff volunteers working in the middle school will be at least 21 years of age and meet the minimum educational standards set forth for the position of instructional assistants by the district, which requires them to have a high school diploma. Each new staff person will participate in "Opening Day" training at the school and be trained in school and district policies. Each staff person will be expected to participate in a Trauma Informed training as well as training on when to report child abuse or neglect. These trainings will be offered in collaboration with the FRYSC office and the Department of Community-Based Services (DCBS).

Part 3.10: Staff to student ration of 1:15: The staffing pattern for the 21st CCLC program will include a Site Coordinator and numerous paid staff and volunteers. All activities will maintain a ration a staff to student ration of 1:15. For the 13 hours of weekly operation there will be 3 certified and 2 classified staff as well as the Site Coordinator on site, there will also be a number of various community partners (all of who will pass all necessary background checks). The anticipated daily attendance is 50, the ration with a minimum of 6 staff would be 1:9.

Professional Development

3.11: Professional Development Chart: PD Plan Timeline

Timeline	Professional Development/Training
July 2020	21st CCLC Employee orientation; Trauma Informed training (provided by FRYSC); Child Abuse and Neglect reporting (provided by DCBS); Training in RTI evidence-based strategies for project-based personalized learning; Google Training (provided by district technology department)
July/August 2020	STEM, Project Lead the Way, Lexia, Carbo and Dream Box; Review KAS standards and effective teaching strategies for project-based personalized learning; Level I-Part I Orientation (2 days)—Site Coordinator and Co-Applicant; APLUS Data

	Training—(1 day offered on 3 different dates)—2 staff; District "Opening Day" trainings required by all paid staff
September 2020	Staff may participate district/community professional development opportunities
October 2020	Level I Part II (2 days)—Site Coordinator Multi-State Conference Annually—(3 days)—Site Coordinator
November 2020	
December 2020	Staff may participate district/community professional development opportunities
January 2020	
February 2020	Regional Spring Training (1 day; 4 locations)**; Staff may participate
March 2020	district/community professional development opportunities
April 2020	
May 2020	Staff may participate district/community professional development opportunities
June 2020	

All information obtained at all trainings will be shared in the following methods:

- Advisory Council—update at each meeting
- Parents—update via social media; personal phone calls when necessary
- School Staff—update at staff meetings and SBDM Council meetings
- 21CLC staff—meetings after each training to update 21st CCLC staff on information

Health and Safety

3.12: Standard operating procedures must be based on district/school policies and procedures: The school has a buzzer entry/video camera system and follows the District's crisis management plan. Participating students will be transported for the 21st CCLC program. The program Site Coordinator will be available at all times and will carry a walkie-talkie and cell phone for emergency use. The school practices disaster and fire drills on a regular basis and has exiting plans posted throughout the school. The school meets all American with Disabilities Act regulations and is fully accessible to those with disabilities, with reasonable accommodations made as requested. Confidentiality and safety are highly protected, with sign-in/out procedures clearly enforced with picture ID and prior written approval required for pick-up of students. The Site Coordinator will have access to a mobile laptop or iPad with all participating student's demographic information needed for contact with parents/guardians. Staff and volunteers will be oriented to standard operating safety procedures.

3.13: Maintain copies of meal and snack menus, which meet USDA guidelines: Site Coordinator will maintain copies of all menus for snacks and meals in the 21CLCC binder, menus will also be posted on the school website and program's social media. The 21st CCLC binder will be the repository for all administration items that are to be maintained by the Site Coordinator. The menus will be developed in partnership with AISD Food Service and will be designed to meet USDA Guidelines. These will be maintained in a binder and will be available for review. Menus will be discussed with the food service staff monthly to adjust the items served if they are not popular with the students.

3.14: Emergency Procedures and Drills: The school and District emergency procedures and drill logs will be maintained in the 21st CCLC Binder. Drills will coincide with the school's drill schedule which will be available to the 21st CCLC Site Coordinator at the beginning of each school year. The drill log will include, date, number of students who were in attendance, and any important notes.

3.15: Evacuation routes posted: The school has evacuation routes posted throughout the school building and a map will be placed in the 21st CCLC Binder. If any changes occur the will be noted and updated at that time.

3.16: CPR and First Aid training/certification: CPR and First Aid certification records will be kept in the 21st CCLC binder on site and will be available for review. The Site Coordinator will be responsible for keeping track of certification dates and arrangements for re-certification as needed.

3.17: How parents and other stakeholders will be informed about emergency guidelines, sign-in/sign-out procedures, field trips, and behavioral policies:

Parents will be given a 21st CCLC Parent Handbook with all policies and procedures. They will be asked to read and sign-off on the information. Students will be given a 21st

CCLC Student Handbook and asked to read and sign those as well. The handbook/informational handouts will outline the following:

Parent Handbook	Student Handbook	Community Handout
Emergency Guidelines	Emergency Guidelines	Emergency guidelines
Sign-In/Out Procedures	Sign-In/Out Procedures	Sign-In/Out Procedures
Field Trips	Field Trips	Field trip
Behavioral Policies	Behavioral Policies	Behavior policies
Referral procedures	Possible enrichment	Referral procedures
Information on how to suggest future programming; information for those who want to provide a program	Information on how to suggest future programming	Programs offered; information for those who would like to provide a program
Contact information for the program	Contact information for the program	Contact information for Site Coordinator

3.18: Describes how children will be supervised at all times: It is standard operating procedure that students be supervised at all times at the school. Students will be dismissed from their 7th period class to the cafeteria where they will be given a snack and attendance will be taken. After snacks the 21st CCLC staff will escort the groups to the classroom for the academic hour. Transitions will be supervised by all paid 21st CLCC staff. If students need to leave the classroom for any reason, the supervising staff will radio the Site Coordinator. Dismissal from the program will be supervised by the Site Coordinator. Bus loading and parent pick up will be done in a designated area. Site Coordinator will maintain a bus radio and will be on site until the bus driver drops off the last child.

Transportation

3.19: Students transportation: Students participating in the 21st CCLC program will be offered the option of free school bus transportation home when the program concludes each day during the school year and for the summer portion of the program (when transportation to the program will be available as well), or approved parental/designee pick-up with appropriate personal ID and signed transportation forms, or students living close to the school may walk home with written parental permission. Changes in

transportation plans must be submitted in writing (daily changes may not be made after 1PM as designated by school policy/procedures).

3.20: Transportation will not be a barrier to participate in the program: All students needing transportation will be provided transportation at no charge to the family. District school buses will be used to transport students. If transportation is a barrier for parents to attend the adult skill building programs, the FRYSC will provide transportation. Parents would be transported by cab or in district vehicles.

3.21: Safety/maintenance of all vehicles used for any type of transportation: Ashland Independent Schools Transportation department follows all state and federal maintenance/safety regulations. All records will be kept at the District bus garage and available for review by request. Bus drivers have all passed necessary state and federal background checks.

Snack/Meals

3.22: Program will provide participants a snack: 21st CCLC program Site Coordinator will work closely with the AISD Food Service Program to provide snacks, under the USDA/CACFP (Child and Adult Care Food Program) program, to the students who attend the program. The snacks will be available to all students. The school participates in the breakfast program and the students who attend the Books and Breakfast portion of the program will be given a nutritious breakfast daily.

Facilities

3.23 and 3.24: Available and accessible to all participants/school facility is ADA compliant: The facility is fully accessible to all who are interested in attending the program. All facilities in the school district, and this school in particular, are ADA compliant. The school has accessible entry/exit areas as well as an elevator that will allow for easy accessibility for all students, staff, parents, and community members.

3.25: Dedicated space for a Site Coordinator to use daily in the program: The school has set aside a dedicated space that will serve as the 21st CCLC office. This space will be accessible to the Site Coordinator at all times, and will be lockable and secure. The space will also be in a visible location, near the FRYSC office to ensure that they can work closely together to plan and implement the program.

3.26: Resources located in the school that can be accessed by the program: The 21st CCLC program will take place at OES, serving grades K-5th. OES has one principal, one guidance counselors, and a youth service center. The school has a gymnasium, library, cafeteria, and outdoor spaces for students to utilize. The school has posted entrance/exit signs, emergency procedures, and easy access to fire extinguishers and first-aid kits. The school has a camera/buzzer entry system, designated drop-off/pick-up locations, and the District has a shared school resource officer. Afterschool activities will take place throughout the building and grounds.

Part IV: Collaboration and Partnerships

4.1: Co-Applicant agreement: The Co-Applicant is identified on the cover page and the signed agreement can be found on page 53.

4.2: District partner agreement/community partner agreements: Located on page 54.

Advisory Council

4.3: Advisory Council Membership: The FRYSC Advisory Council will also serve as the 21st CCLC Advisory Council. This council is diverse and has served the FRYSC office effectively. Membership is made of the following:

City Commissioner	Visual Impairment teacher	Grandmother of male student	DCBS-Supervisor
Hope's Place Representative	Paramount Arts Center-representative	School Resource officer	Parent of OES student
OES principal	KDMC-representative	Pathway's representative	Mayor of city

The Advisory Council will grow upon funding of the program to include a representative from The Big Idea Camp, the Extension Office, and the public library, thus including all of the 21st CCLC program partners.

4.4.: Advisory council involved in the planning and development of the proposal:

A committee was formed to plan and develop a comprehensive proposal that takes into consideration the gaps at the school, particular needs, and an efficient implementation plan. This committee included the following: 2 parents, 2 community members, 2 teachers, 2 students, principal, and FRYSC Coordinator/ grant writer. The Family Resource Youth Service Center (FRYSC) Advisory Council, many members were included in the committee, were briefed at their recent meeting and they were able to give feedback. This advisory council will also serve as the advisory council for the 21st CCLC program.

4.5: Applicant describes the role of the advisory council: Cognizant Comets will partner with the South Ashland Family Resource Center and will utilize the same Advisory Council. The program will continue to support and expand partnerships that enhance the success of the program through school and community solicitation of interested persons. 21st CCLC Advisory Council, consisting of representatives from the Co-Applicant—Paramount Arts Center, key community partners, FRYSC representatives, school representatives, and two parent representatives from the school. The Advisory Council will meet every other month to set goals, plan program implementation, and establish long-term sustainability. The Site Coordinator will report program progress at regularly scheduled meetings of the Advisory Council. With support from the Boyd County Interagency Council that will ensure open communication and networking with major agencies serving the community. In addition, the program will collaborate with the

school's SBDM Council to ensure full implementation and evaluation of the program in relationship to the school's Comprehensive School Improvement Plan (CSIP).

Part V: Evaluation

5.1: Comprehensive plan to evaluate the program on a continuous basis:

Formative and summative data with quantitative and qualitative measures will be analyzed to address the implementation and effectiveness of the established six goals, objectives, and outcomes. The following table lists evaluation measures to be utilized:

Goals	Evaluation Measures	Timeframe
Academic achievement of regularly attending students	% of regularly attending students meeting proficiency or showing grade level improvement—K-Prep, MAP scores, report cards, Cayen Plus	K-Prep—annually; MAP—quarterly; report cards—every 9 weeks; Cayen Plus—daily
Non-cognitive indicators of success in regularly attending students	Pre/Post test data—TGFD/TGFV, Active Parenting, 1,2,3, Magic; % of student attendance—school IC report; % decrease in school suspensions—School IC report; % decrease in behavior infractions—school IC report; Disaggregated academic data for sub-groups (socio-economic status, special education)	Quarterly, or as required by program
Increasing the number of students attending 30 days or more during the academic year	Daily attendance logs; Infinite Camps attendance profiles; Cayen Plus	Daily
Increasing access to high-quality programming	Program listings; purchase orders for programming; enrichment program evaluation forms; partner agreements; student selection surveys	Monthly
Increasing access to Transition Activities	Student grade level transitions/promotions; listing of transition activities; Individualized Learning Plans; visitor logs for programming; STEM program fliers	Annually or bi-annually
Increasing educational opportunities for parents/families to support academic achievement	Number of program offerings—class schedules, sign-in sheets; # of students and adults participating—sign-in sheets; student and adult attitude—focus groups and surveys; perception/satisfaction surveys from students and parents; perception/satisfaction surveys from school administrators, teachers, tutors, volunteers, and community members	Monthly, or as required by program

5.2: Addresses progress in meeting stated performance goals and indicators: The following evaluation measures will be used to ensure that the program meets performance goals and indicators:

Evaluation Measures	
Quantitative K- PREP MAP	<ul style="list-style-type: none"> • Number of program offerings – class schedules, sign-in sheets • Number of students and adults participating – sign-in sheets • % Students improving grade point average – student records

NRT Science IC reports Pre/Post tests Cayen APlus reports	<ul style="list-style-type: none"> • % Students meeting proficiency or showing improvement – K-PREP, MAP scores • % Students using alcohol, tobacco or other drugs – surveys, suspensions • Pre and post test data - TGFD/TGFV, Active Parenting, I,2,3 Magic • % of student attendance – school IC records • % Decrease in school suspensions – school IC records • % Decrease in behavior infractions – school IC records • Disaggregated academic data for sub-groups (SES, special education,)
Qualitative Surveys, focus groups RR -Observation Surveys	<ul style="list-style-type: none"> • Student and adult attitudes – focus groups • Perception/satisfaction surveys from students & parents • Perception/satisfaction surveys from school administrators, teachers, tutors, volunteers and community members • End of year reports

5.3: Advisory council involvement in the evaluation process:

Action to be Taken	Responsible Party	Action to be Taken	Responsible Party
Development of evaluation instruments	Site Coordinator	Work with state dept. on development/implementation of approved measures.	Site Manager
Data collection: focus groups, surveys, anecdotal information	Site Manager., assisted by Program asst. and instructors	Fine tune evaluation instruments	Site Manager
Findings: Data Analysis	Advisory Council, Site Manager	Data Collection	Site Manager
Conclusions and Recommendations for Corrective Action	Site Manager, Instructors, Advisory Council, principals	Data Analysis & interpretation	Site Manager
Corrective Actions	Site Manager, Instructors	Summary of Findings	Site Manager & KDE
Reporting and Dissemination	Site Manager; report to Ad. Council, BOE, and KDE	Reporting	Site Manager, report to Ad. Council, BOE and KDE

5.4: Includes a timeline for data collection: The previous table in section 5.1, includes a timeline for data collection across all sources.

5.5: Feedback from students, parents, teachers, and the community: Annual Needs Assessments conducted by the FRYSC office will include questions to offer feedback from staff, students, and parents regarding the program. When a community member/agency offers a program they will be asked to complete an evaluation after the sessions are completed. This information will be used to tweak the program for continued improvement. Adult Skill Building activity evaluations (pre- and post-) will also be analyzed to allow for continued improvement.

5.6: Describes how results will be disseminated to all stakeholders: Reports of the results will be made to the Advisory Council within 3-days of the end of each measurement period. Project evaluation results and program outcomes will be shared with the general public and the community through reports to SBDM council and Board of Education, press releases to the local media and community presentations.

5.7: Data used to strengthen/revise the program: Initial baseline data will be collected to ensure accurate measures of improvement. Baseline data will be compiled no later than 30 days after the notification of funding. Objective data will be compared to the baseline data on a continual basis, but at a minimum quarterly. Improvements will be noted and recommendations made for any needed improvements. Survey data will be compiled and reported by percent of satisfaction for each related activity. Reports of the results will be made to the Advisory Council within 3-days of the end of each measurement period. Project evaluation results and program outcomes will be shared with the general public and the community through reports to SBDM council and Board of Education, press releases to the local media outlets and presentations to community stakeholders. Project successes, as well as findings and recommendations for improvement will be considered by the Advisory Council. The Advisory Council in collaboration with the school and District will make final decisions on adjustments to the program and seek state approval for said changes. Successful evaluation of the program at frequent intervals will foster trust among the partners for the project leading to long-term commitment and sustainability. All required data reports to the Kentucky Department of Education (KDE) will be submitted on a timely basis. Key 21st CCLC staff will be trained in the use of the Cayen APlus data system and any other systems as mandated by the state.

Part VI: Budget

6.1: Administrative Capacity and Fiscal resources for startup and operating costs:

The District has an exceptionally long and successful history of managing State, Federal, and private grant funds for a variety of program. The program will blend funds FRYSC, Title I, ESS, IDEA, AmeriCorps, Title IV, General Funds, PTO, local grants, and community contributions. The District has adequate General Funds to support the reimbursable cost of fully implementing the program.

6.2: Budget summary form with years 1-3 addressed on them: Page 32

6.3: Budget narrative for year 1, year 2, and year 3: Pages 33-38

6.4: Explains how grant funds will be used to supplement and not supplant:

The 21st CCLC Site Manager will be oriented to fiscal policies and procedures of the school and District regarding the differences between supplementing and supplanting of State, Federal, and/or local funds. This training will educate him/her on what can and cannot be done with 21st CCLC funds; thereby allowing them more confidence in decision making when dealing with after school staff who want to spend funds on programming.

6.5: Maintains a separate accounting of funds for 21st CCLC: The school and District uses the State recognized MUNIS purchase order accounting system requiring three signatures for use of funds. A separate MUNIS account will be established for the 21st CCLC program will oversight by the Site Coordinator, principal, and District finance director. The 21st CCLC program coordinator will provide a budget report at each Advisory Council meeting.

6.6: Describes a plan for tracking staff time and effort: 21st CCLC staff will report time and effort using established District timesheet forms which will be co-signed by the school principal. School day staff will utilize the District's extra earning timesheet which

will also be co-signed by the school principal. Time sheets will be submitted according to the District guidelines.

Preliminary Sustainability

6.7 and 6.8: Sustainability and Collaborating/leveraging funds with other local, state and federal programs: Cognizant Comets will blend 21st CCLC program funds with existing Federal School-wide Title I, IDEA, FRYSC, and AmeriCorps programs, as well as local grant funds to meet the diverse needs of the targeted population. Every effort is made to blend funding where it is appropriate to best meet the needs of students and their families. District and grant program directors communicate and collaborate to share cost and reduce duplication of services. Student service coordinators meet monthly with the district level supervisor to discuss student/family needs and the best use of existing school and community resources to meet those needs. On-going grant seeking will be done by FRYSC and 21st CCLC program coordinator. Grant writing will be done by district grant writer. Mutually beneficial relationships will be sought with community partners and volunteers. The programming provided by community partners and/or the co-applicant, are often programs that need to be completed by the agency and the 21st CCLC will be a perfect audience for the programming.

6.9: Development of sustainability plan: At each Advisory Council meeting the 21st CCLC Site Coordinator will present an update on the program, including a discussion of sustainability. This update will include on-going grant seeking report, donation report, and updated partnership listing. Parents will be encouraged to seek opportunities for afterschool programming from their friends and colleagues. This will allow the Council to continue to seek sustainable funding and continue offering quality programming.

Part VII: required attachments

Attachment	Requirements	Page
Application Cover Page	1 page	i
Assurance Documents	Signed by fiscal agent and notary	ii-iv
Table of Contents		v
Logic Model	Not to exceed 4 pages	vi-ix
Narrative	Not to exceed 30 pages	1-30
Reference Page	Not to exceed 1 page	31
Budget Summary	Years 1, 2, and 3	32
Budget Narrative	Years 1, 2, and 3	33-38
Budget page	1 page	39
Prior grantee/history capacity	Not to exceed 2 pages, center profile	40
New application/currently operating	Not to exceed 2 pages	41
Organizational capacity statement form	Not to exceed 2 pages	42
List of consortium members	Not to exceed 1 page	43
Chart listing positions, qualifications and program responsibilities	Not to exceed 2 pages	44-45
Equitable access and participation plan	Not to exceed 1 page	46
Signed certification regarding lobbying		47-48
Program schedule form	1 page	49
Program summary page 1&2	Not to exceed 2 pages	50-51
School summary	1 page	52
Signed co-applicant agreement	1 page	53
Signed District Partner Agreement	1 page	54
Minimum of 4 community partner agreements	At least 4 pages	55-58
Signed Private School Consultation form	1 page	59

Part VIII: Priorities

8.1: Absolute Priority (required): Oakview Elementary School is a School-wide Title I school, with a free/reduced lunch rate of 96.7%, thereby qualifying for absolute priority.

8.2: Continuation Grants: N/A

8.3: Targeted support and improvement schools competitive priority: N/A

8.4: Comprehensive Support and Improvement Schools Competitive priority: N/A

8.5: School never served by a 21st CLCC grant before: Oakview has never been served by a 21st CCLC program therefore the school qualifies for the 10 points for competitive priority.

Reference Page

www.activelylearning.com

www.activeparenting.com

www.bestevidence.org

www.charactercounts.org

www.easycbm.com

www.flocabulary.com

www.ixl.com

www.ked.org

www.kidsnow.ky.gov

www.kyyouth.org

www.lexialearning.com

www.nces.ed.gov

www.noredink.com

www.prodigygame.com

www.readingplus.com

www.reflexmath.com

www.renaissancelearning.com

www.stlp.education.ky.gov

www.symphonylearning.com

www.toogoodprograms.org

BUDGET SUMMARY FORM

- BUDGET SUMMARY FORM MUST BE COMPLETED FOR YEARS 1-3 AS OUTLINED BELOW AND SUBMITTED WITH THE APPLICATION.
- JUST BECAUSE THE APPLICATION IS AWARDED, DOES NOT MEAN EVERYTHING IN THE BUDGET IS APPROVED. BUDGETED ITEMS ARE SUBJECT TO FINAL KDE REVIEW AND APPROVAL. IF AWARDED, THE KDE MAY REQUIRE A BUDGET AMENDMENT.

Budget Category	Year One (2021-2022) School Year		Year Two (2022-2023) School Year		Year Three (2023-2024) School Year	
	Amount Requested	**In-Kind	Amount Requested	**In-Kind	Amount Requested	**In-Kind
School Personnel	76,131.00	3,250.00	76,131.00	3,250.00	76,131.00	3,250.00
Summer Personnel	17,960.00	3,250.00	17,960.00	3,250.00	17,960.00	3,250.00
Fringe Benefits	20,570.00	0.00	20,570.00	0.00	20,570.00	0.00
Travel (program staff)	2,244.00	0.00	2,244.00	0.00	2,244.00	0.00
Equipment	3,980.00	22,500.00	0.00	22,500.00	0.00	22,500.00
Supplies & Materials	12,500.00	20,500.00	12,500.00	20,500.00	12,500.00	20,500.00
Adult Skill Building (1% of grant funds yearly)	3,435.00	2,000.00	5,000.00	2,000.00	5,000.00	2,000.00
Contractual	1,500.00	5,000.00	3,915.00	5,000.00	3,915.00	5,000.00
Indirect Cost (LEAs must use district restricted rate, CBOs & FBOs use 8% or less)	0.00	0.00	0.00	0.00	0.00	0.00
Summer Materials & Supplies	10,000.00	1,000.00	10,000.00	1,000.00	10,000.00	1,000.00
Transportation (School Year, Summer, Field Trips)	1,680.00	6,642.00	1,680.00	6,642.00	1,680.00	6,642.00
Other (specify)	0.00	0.00	0.00	0.00	0.00	0.00
Volunteers	N/A	8,000.00	N/A	8,000.00	N/A	8,000.00
Yearly Totals (Grant and In-Kind Funds)	150,000.00	72,142.00	150,000.00	72,142.00	150,000.00	72,142.00

Grants funds cannot be used to purchase facilities or support new construction.

BUDGET NARRATIVE YEAR 1

BUDGET NARRATIVE MUST BE COMPLETED FOR YEAR 1, YEAR 2, AND YEAR 3 AND SUBMITTED WITH THE APPLICATION.

Budget Category	Amount Requested
1. Personnel (School Year)	\$76,131.00
<p>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.</p> <ol style="list-style-type: none"> 1. Program Director (1) (220 days/6 hours a day/ \$30 per hour)= \$39,600 2. Certified Teachers-school year- (3) (123 days/3 hours a day/\$25 per hour)=\$27,675 3. Classified Staff—school year- (2) (123 days/3 hours a day/\$12 per hour)=\$8,856 4. In-Kind: Americorps Worker = \$3,250 5. In-Kind: Volunteers-local churches, parents, civic organizations, community colleges, partners (10 volunteers/\$8 per hour/100 hours)=\$8,000 	
2. Personnel (Summer)	\$17,960.00
<p>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Summer Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.</p> <ol style="list-style-type: none"> 1. Certified Staff-Summer Camp—4 weeks- 4 teachers--(20 days/6 hours a day/\$25 per hour)=\$12,200 2. Classified Staff—Summer Camp—4 weeks-4 staff—(20 days/6 hours a day/\$12 per hour)=\$5,760 3. In-Kind: Americorps Worker = \$3,250 	
3. Fringe Benefits	\$20,570.00
<p>List benefit and estimated cost or portion of cost for each staff person employed through the grant.</p> <ol style="list-style-type: none"> 1. Program Director (1) (FICA-\$2,455; CTRS-\$9,528)= \$11,983 2. Certified Staff (KTRS-\$2,024) = \$2,024 3. Classified Staff (FICA-\$906; CTRS-\$3,517)= \$4,423 4. All Staff (Workmen's Comp-\$60; Medicare-\$1,231; Unemployment Insurance-\$849)=\$2,140 	
4. Travel (Staff)	\$2,244.00
<p>In state – You <u>must</u> allocate funds for at least two project staff to attend mandated trainings as outlined in the RFA. Estimate the number of miles at the current state approved mileage reimbursement rate, per mile, per staff person. For Level I & II, if overnight lodging is required, itemize lodging at district allowance per night, registration fee per person and per diem based on district rates.</p> <p>Out of State – Itemize travel (air fare or mileage), per diem, lodging, and registration costs.</p> <ol style="list-style-type: none"> 1. State-wide or regional trainings as offered by KDE (2-4 days)—Mileage-(.42 x256=\$108); Lodging (3 nights x \$115 per night=\$345); Meals (2 people x 4 days x \$30=\$240)= \$808 2. Director's Meeting Annually –Mileage (.42 x 250 = \$105); Lodging (1 night x \$115= \$115); Meals (2 people x 1 day x \$30=\$60)= \$280 3. Multi-State Conference Annually (3 days)—Mileage(.42 x 168=\$71); Lodging (3 nights x \$115=\$345); Meals (2 people x 3 days x \$30 \$180) = \$596 4. Level 1 21CCLC Training (2 days)---Mileage (.42 x 250=\$105); Lodging (2 nights x \$115 x \$230); Meals (2 people x 2 days x \$30 = \$120)= Total Cost—\$455 5. APLUS Training (1 day)—Mileage (.42 x250=\$105)= Total Cost: \$105 	
5. Equipment	\$3,980.00
<p>Itemize items and cost of each.</p> <ol style="list-style-type: none"> 1. Storage—(\$2,480) Portable Storage Cabinets (6) one for each grade level. 2. Computers—(\$500) Laptop (1) for Program Director 3. Video Editing Equipment/Software—(\$1,000) to be used during Technology Enrichment Activities 4. In-Kind: PE Equipment (\$1,000); Computer Software Project Lead the Way (\$500), Access to 50 Chromebooks (\$6,000), Access to 50 iPads (\$15,000)—Total In-Kind (\$22,500) 	
6. School Year Supplies & Materials	\$12,500.00
<p>Itemize items and cost of each.</p> <ol style="list-style-type: none"> 1. Academic—(\$2,500)—AR books, flashcards, printing and materials 	

Budget Category	Amount Requested
2. Office—(\$1,000)—office supplies, printing, communication, brochures 3. Enrichment—(\$6,000)—culinary arts, Frisbee gold, art supplies, gardening supplies 4. Girls on the Run—\$150 per girl/20 girls (\$3,000) 5. In-Kind: Family Resource Center Center Family Information Booklets (\$500); USDA Snack and Summer Feeding Program (\$20,000)— Total In-Kind: \$20,500	
7. Adult Skill Building	\$3,435.00
1% of grant funds, yearly. Committee decided to put 2.29% of grant funds toward Adult Skill Building programs. Total In-Kind: \$2,000	
8. Contractual	\$1,500.00
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc. 1. Paramount Arts Center (10 sessions=1 hour per week-\$50 per hour)=500 2. Tye-Dye Instruction for Enrichment (10 sessions @ \$25 per session)=250 3. Yoga Instruction for Enrichment—(30 sessions @\$25 per session) =750 4. In-Kind: Project Lead the Way; School Title 1 funds; Community Partner programming/food/incentives/instructional supplies—4-H, Safe Harbor, King's Daughters Medical Center, City National Bank, Boyd County Public Library— Total In-Kind: \$5,000	
9. Indirect Cost	\$0.00
LEA's must use the district rate. CBO/FBO use no more than 8%. Itemize administrative expenses such as phones, postage, advertising, etc.	
10. Summer Programming Supplies & Materials	\$10,000.00
Itemize items and cost of each. 1. STEM kits for each child—\$150 per child/50 students=\$7,500 2. Art in History kit for each child—\$20 per child/2 kits/50 students=\$2,000 3. Chess kits for summer camp—12 boards and pieces=\$250; 12 clocks=\$250 4. In-Kind: Project Lead the Way; School Title 1 funds; Community Partner programming/food/incentives/instructional supplies—4-H, Safe Harbor, King's Daughters Medical Center, City National Bank, Boyd County Public Library— Total In-Kind: \$5,000	
11. Transportation (School Year, Summer, Field Trips)	\$1,680.00
Estimate mileage costs and include related costs such as bus rental, bus drivers, etc. 1. Summer Camp 4 weeks/5 days a week—(4 hours a day x \$15 per hour=\$60; 12 miles a day x \$2 per mile =\$24 for a daily cost of \$84 a day for a total of \$1,680) 2. In-Kind: 123 days of transportation (2 hours a day x \$15 per hour = \$30; 12 miles a day x \$2 per mile \$24 for a daily cost of \$54 per day (123 days x \$54 = \$6,642) Total In-Kind: \$6,642	
12. Other (Specify)	\$0.00
Itemize costs.	
TOTAL AMOUNT REQUESTED	\$150,000.00

BUDGET NARRATIVE YEAR 2

BUDGET NARRATIVE MUST BE COMPLETED FOR YEAR 1, YEAR 2, AND YEAR 3 AND SUBMITTED WITH THE APPLICATION.

Budget Category	Amount Requested
1. Personnel (School Year)	\$76,131.00
Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.	
<ol style="list-style-type: none"> 1. Program Director (1) (220 days/6 hours a day/ \$30 per hour)= \$39,600 2. Certified Teachers-school year- (3) (123 days/3 hours a day/\$25 per hour)=\$27,675 3. Classified Staff—school year- (2) (123 days/3 hours a day/\$12 per hour)=\$8,856 4. In-Kind: Americorps Worker = \$3,250 5. In-Kind: Volunteers-local churches, parents, civic organizations, community colleges, partners (10 volunteers/\$8 per hour/100 hours)=\$8,000 	
2. Personnel (Summer)	\$17,960.00
Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Summer Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.	
<ol style="list-style-type: none"> 1. Certified Staff-Summer Camp—4 weeks- 4 teachers—(20 days/6 hours a day/\$25 per hour)=\$12,200 2. Classified Staff—Summer Camp—4 weeks-4 staff—(20 days/6 hours a day/\$12 per hour)=\$5,760 3. In-Kind: Americorps Worker = \$3,250 	
3. Fringe Benefits	\$20,570.00
List benefit and estimated cost or portion of cost for each staff person employed through the grant.	
<ol style="list-style-type: none"> 1. Program Director (1) (FICA-\$2,455; CTRS-\$9,528)= \$11,983 2. Certified Staff (KTRS-\$2,024) = \$2,024 3. Classified Staff (FICA-\$906; CTRS-\$3,517)= \$4,423 4. All Staff (Workmen's Comp-\$60; Medicare-\$1,231; Unemployment Insurance-\$849)=\$2,140 	
4. Travel (Staff)	\$2,244.00
<p>In state – You <u>must</u> allocate funds for at least two project staff to attend mandated trainings as outlined in the RFA. Estimate the number of miles at the current state approved mileage reimbursement rate, per mile, per staff person. For Level I & II, if overnight lodging is required, itemize lodging at district allowance per night, registration fee per person and per diem based on district rates.</p> <p>Out of State – Itemize travel (air fare or mileage), per diem, lodging, and registration costs.</p> <ol style="list-style-type: none"> 1. State-wide or regional trainings as offered by KDE (2-4 days)—Mileage-(.42 x256=\$108); Lodging (3 nights x \$115 per night=\$345); Meals (2 people x 4 days x \$30=\$240)= \$808 2. Director's Meeting Annually –Mileage (.42 x 250 = \$105); Lodging (1 night x \$115= \$115); Meals (2 people x 1 day x \$30=\$60)= \$280 3. Multi-State Conference Annually (3 days)—Mileage(.42 x 168=\$71); Lodging (3 nights x \$115=\$345); Meals (2 people x 3 days x \$30 \$180) = \$596 4. Level 1 21CCLC Training (2 days)---Mileage (.42 x 250=\$105); Lodging (2 nights x \$115 x \$230); Meals (2 people x 2 days x \$30 = \$120)= Total Cost—\$455 5. APLUS Training (1 day)—Mileage (.42 x250=\$105)= Total Cost: \$105 	
5. Equipment	\$3,980.00

Budget Category	Amount Requested
Itemize items and cost of each. 1. Storage—(\$2,480) Portable Storage Cabinets (6) one for each grade level. 2. Computers—(\$500) Laptop (1) for Program Director 3. Video Editing Equipment/Software—(\$1,000) to be used during Technology Enrichment Activities 4. In-Kind: PE Equipment (\$1,000); Computer Software Project Lead the Way (\$500), Access to 50 Chromebooks (\$6,000), Access to 50 iPads (\$15,000)— Total In-Kind (\$22,500)	
6. School Year Supplies & Materials	\$12,500.00
Itemize items and cost of each. 1. Academic—(\$2,500)—AR books, flashcards, printing and materials 2. Office—(\$1,000)—office supplies, printing, communication, brochures 3. Enrichment—(\$6,000)—culinary arts, Frisbee gold, art supplies, gardening supplies 4. Girls on the Run—\$150 per girl/20 girls (\$3,000) 5. In-Kind: Family Resource Center Center Family Information Booklets (\$500); USDA Snack and Summer Feeding Program (\$20,000)— Total In-Kind: \$20,500	
7. Adult Skill Building	\$3,435.00
1% of grant funds, yearly. Committee decided to put 1.5% of grant funds toward Adult Skill Building programs. Total In-Kind: \$2,000	
8. Contractual	\$1,500.00
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc. 1. Paramount Arts Center (10 sessions=1 hour per week-\$50 per hour)=500 2. Tye-Dye Instruction for Enrichment (10 sessions @ \$25 per session)=250 3. Yoga Instruction for Enrichment—(30 sessions @\$25 per session) =750 4. In-Kind: Project Lead the Way; School Title 1 funds; Community Partner programming/food/incentives/instructional supplies—4-H, Safe Harbor, King's Daughters Medical Center, City National Bank, Boyd County Public Library— Total In-Kind: \$5,000	
9. Indirect Cost	\$0.00
LEA's must use the district rate. CBO/FBO use no more than 8%. Itemize administrative expenses such as phones, postage, advertising, etc.	
10. Summer Programming Supplies & Materials	\$10,000.00
Itemize items and cost of each. 1. STEM kits for each child--\$150 per child/50 students=\$7,500 2. Art in History kit for each child--\$20 per child/2 kits/50 students=\$2,000 3. Chess kits for summer camp—12 boards and pieces=\$250; 12 clocks=\$250 4. In-Kind: Project Lead the Way; School Title 1 funds; Community Partner programming/food/incentives/instructional supplies—4-H, Safe Harbor, King's Daughters Medical Center, City National Bank, Boyd County Public Library— Total In-Kind: \$5,000	
11. Transportation (School Year, Summer, Field Trips)	\$1,680.00
Estimate mileage costs and include related costs such as bus rental, bus drivers, etc. 1. Summer Camp 4 weeks/5 days a week—(4 hours a day x \$15 per hour=\$60; 12 miles a day x \$2 per mile =\$24 for a daily cost of \$84 a day for a total of \$1,680) 2. In-Kind: 123 days of transportation (2 hours a day x \$15 per hour = \$30; 12 miles a day x \$2 per mile \$24 for a daily cost of \$54 per day (123 days x \$54 = \$6,642) Total In-Kind: \$6,642	
12. Other (Specify)	\$0.00
Itemize costs.	
TOTAL AMOUNT REQUESTED	\$150,000.00

BUDGET NARRATIVE YEAR **3**

BUDGET NARRATIVE MUST BE COMPLETED FOR YEAR 1, YEAR 2, AND YEAR 3 AND SUBMITTED WITH THE APPLICATION.

Budget Category	Amount Requested
13. Personnel (School Year)	\$76,131.00
<p>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.</p> <p>6. Program Director (1) (220 days/6 hours a day/ \$30 per hour)= \$39,600</p> <p>7. Certified Teachers-school year- (3) (123 days/3 hours a day/\$25 per hour)=\$27,675</p> <p>8. Classified Staff—school year- (2) (123 days/3 hours a day/\$12 per hour)=\$8,856</p> <p>9. In-Kind: Americorps Worker = \$3,250</p> <p>10. In-Kind: Volunteers-local churches, parents, civic organizations, community colleges, partners (10 volunteers/\$8 per hour/100 hours)=\$8,000</p>	
14. Personnel (Summer)	\$17,960.00
<p>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Summer Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.</p> <p>4. Certified Staff-Summer Camp—4 weeks- 4 teachers—(20 days/6 hours a day/\$25 per hour)=\$12,200</p> <p>5. Classified Staff—Summer Camp—4 weeks-4 staff—(20 days/6 hours a day/\$12 per hour)=\$5,760</p> <p>6. In-Kind: Americorps Worker = \$3,250</p>	
15. Fringe Benefits	\$20,570.00
<p>List benefit and estimated cost or portion of cost for each staff person employed through the grant.</p> <p>5. Program Director (1) (FICA-\$2,455; CTRS-\$9,528)= \$11,983</p> <p>6. Certified Staff (KTRS-\$2,024) = \$2,024</p> <p>7. Classified Staff (FICA-\$906; CTRS-\$3,517)= \$4,423</p> <p>8. All Staff (Workmen's Comp-\$60; Medicare-\$1,231; Unemployment Insurance-\$849)=\$2,140</p>	
16. Travel (Staff)	\$2,244.00
<p>In state – You <u>must</u> allocate funds for at least two project staff to attend mandated trainings as outlined in the RFA. Estimate the number of miles at the current state approved mileage reimbursement rate, per mile, per staff person. For Level I & II, if overnight lodging is required, itemize lodging at district allowance per night, registration fee per person and per diem based on district rates.</p> <p>Out of State – Itemize travel (air fare or mileage), per diem, lodging, and registration costs.</p> <p>6. State-wide or regional trainings as offered by KDE (2-4 days)—Mileage-(.42 x256=\$108); Lodging (3 nights x \$115 per night=\$345); Meals (2 people x 4 days x \$30=\$240)= \$808</p> <p>7. Director's Meeting Annually –Mileage (.42 x 250 = \$105); Lodging (1 night x \$115= \$115); Meals (2 people x 1 day x \$30=\$60)= \$280</p> <p>8. Multi-State Conference Annually (3 days)—Mileage(.42 x 168=\$71); Lodging (3 nights x \$115=\$345); Meals (2 people x 3 days x \$30 \$180) = \$596</p> <p>9. Level 1 21CCLC Training (2 days)—Mileage (.42 x 250=\$105); Lodging (2 nights x \$115 x \$230); Meals (2 people x 2 days x \$30 = \$120)= Total Cost—\$455</p> <p>10. APLUS Training (1 day)—Mileage (.42 x250=\$105)= Total Cost: \$105</p>	
17. Equipment	\$3,980.00
Itemize items and cost of each.	

Budget Category	Amount Requested
5. Storage—(\$2,480) Portable Storage Cabinets (6) one for each grade level. 6. Computers—(\$500) Laptop (1) for Program Director 7. Video Editing Equipment/Software—(\$1,000) to be used during Technology Enrichment Activities 8. In-Kind: PE Equipment (\$1,000); Computer Software Project Lead the Way (\$500), Access to 50 Chromebooks (\$6,000), Access to 50 iPads (\$15,000)— Total In-Kind (\$22,500)	
18. School Year Supplies & Materials	\$12,500.00
Itemize items and cost of each. 6. Academic—(\$2,500)—AR books, flashcards, printing and materials 7. Office—(\$1,000)—office supplies, printing, communication, brochures 8. Enrichment—(\$6,000)—culinary arts, Frisbee gold, art supplies, gardening supplies 9. Girls on the Run—\$150 per girl/20 girls (\$3,000) 10. In-Kind: Family Resource Center Family Information Booklets (\$500); USDA Snack and Summer Feeding Program (\$20,000)— Total In-Kind: \$20,500	
19. Adult Skill Building	\$3,435.00
1% of grant funds, yearly. Committee decided to put 1.5% of grant funds toward Adult Skill Building programs. Total In-Kind: \$2,000	
20. Contractual	\$1,500.00
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc. 5. Paramount Arts Center (10 sessions=1 hour per week-\$50 per hour)=\$500 6. Tye-Dye Instruction for Enrichment (10 sessions @ \$25 per session)=\$250 7. Yoga Instruction for Enrichment—(30 sessions @\$25 per session)=\$750 8. In-Kind: Project Lead the Way; School Title 1 funds; Community Partner programming/food/incentives/instructional supplies—4-H, Safe Harbor, King's Daughters Medical Center, City National Bank, Boyd County Public Library— Total In-Kind: \$5,000	
21. Indirect Cost	\$0.00
LEA's must use the district rate. CBO/FBO use no more than 8%. Itemize administrative expenses such as phones, postage, advertising, etc.	
22. Summer Programming Supplies & Materials	\$10,000.00
Itemize items and cost of each. 5. STEM kits for each child--\$150 per child/50 students=\$7,500 6. Art in History kit for each child--\$20 per child/2 kits/50 students=\$2,000 7. Chess kits for summer camp—12 boards and pieces=\$250; 12 clocks=\$250 8. In-Kind: Project Lead the Way; School Title 1 funds; Community Partner programming/food/incentives/instructional supplies—4-H, Safe Harbor, King's Daughters Medical Center, City National Bank, Boyd County Public Library— Total In-Kind: \$5,000	
23. Transportation (School Year, Summer, Field Trips)	\$1,680.00
Estimate mileage costs and include related costs such as bus rental, bus drivers, etc. 3. Summer Camp 4 weeks/5 days a week—(4 hours a day x \$15 per hour=\$60; 12 miles a day x \$2 per mile=\$24 for a daily cost of \$84 a day for a total of \$1,680) 4. In-Kind: 123 days of transportation (2 hours a day x \$15 per hour = \$30; 12 miles a day x \$2 per mile \$24 for a daily cost of \$54 per day (123 days x \$54 = \$6,642) Total In-Kind: \$6,642	
24. Other (Specify)	\$0.00
Itemize costs.	
TOTAL AMOUNT REQUESTED	\$150,000.00

BUDGET PAGE (New Applicants)

Year One 2021-2022	Year Two 2022-2023	Year Three 2023-2024	Year Four 2024-2025	Year Five 2025-2026
\$150,000 max	\$150,000 max	\$150,000 max	\$125,000 max	\$100,000 max
\$150,000	\$150,000	\$150,000	\$125,000	\$100,000

BUDGET PAGE (Continuation or Expansion Applicants)

Year One 2021-2022	Year Two 2022-2023	Year Three 2023-2024	Year Four 2024-2025	Year Five 2025-2026
\$100,000 max.	\$100,000 max.	\$100,000 max.	\$95,000	\$95,000

PRIOR GRANTEE HISTORY/CAPACITY FORM

This section must only be completed by agencies who previously have received 21st CCLC grant funding. Must reflect data from the most recent APR Center Profile provided by the Center for Evaluation, Policy and Research (CEPR). Attach a copy of the most recent Center Profile.

Most recent year of 21st CCLC grant funding:

Grade Levels Served: ☐ Elementary (K-5) ☐ Middle (6-8) ☐ High (9-12) ☐ Adult Family Members

Year of most recent center profile (must include in application):

Number of **regular participants** from most recent center profile:

Number of students participating **30-59** days:

Number of students participating **60-89** days:

Number of students participating **90+** days:

Describe Program Effectiveness for Continuation and/or Expansion Applications

Using a variety of data, describe the prior program's success in the following areas:

Student Improvement:

Program Improvement:

Number of Students Currently Being Served:

Hours of Operation:

Current Sources of Funding:

Program at the School or Offsite:

Program Successes and Lessons Learned:

N/A

NEW APPLICANT FORM

Not to exceed 1 page

If a new applicant is currently operating an after school program

If a new applicant is currently operating a morning, afterschool, or summer program, at the school identified to be served in the proposal, the following information must be addressed:

- **Current Goals for the Program:**
Click or tap here to enter text.
- **Student Improvement:**
Click or tap here to enter text.
- **Program Improvement:**
Click or tap here to enter text.
- **Number of Students Currently Being Served and Grade Levels:**
Click or tap here to enter text.
- **Hours of Operation:**
Click or tap here to enter text.
- **Current Sources of Funding:**
Click or tap here to enter text.
- **Where Program takes place at the school:**
Click or tap here to enter text.
- **Program Successes and Lessons Learned:**
Click or tap here to enter text.

N/A



ORGANIZATIONAL CAPACITY STATEMENT FORM

(Required for non-governmental agencies) Not to exceed 1 page

Applications from a non-governmental agency will be screened to determine capacity to administer the program based on the information provided on this form.

1. The applicant must include a copy of the following, attached immediately behind this page:

- 501(c)(3) IRS Verification Letter
- Agency organizational chart
- Proven fiduciary responsibility as demonstrated through annual audits (attach copy of the most recent audit – annual audits must be sent to the KDE each year between June – August)
- Demonstrate administrative capacity to successfully manage a program and list fiscal resources (cash, line of credit, emergency loans, etc.) the agency has or can access to cover initial startup and operating costs necessary for program operation.

2. Describe the organizational history and structure, including length of existence. Include general information on governing body.

3. List previous experience with grant funding at the city, state, federal or private/foundation level.

4. List previous experience in delivering educational or related services including a clear plan of communication and linkage with the school district and school.

List of Partners

Project Partners	Services to be Provided
School Principal	Assist with program implementation, assuring smooth integration of the after school program with the regular school program. Help establish school level goals and objectives.
School Teachers	Assist with setting goals and objectives for program and individual students, recruit and refer students and parents to the program, provide feedback on student improvement for program monitoring and evaluation, share instructional practices, and may work at program.
School Guidance Counselors	Assist with goal setting, recruiting and referring students to the center's program. Provide information on student performance and behavior to assist in designing best approaches for students with special needs.
Homeless Education Program Coordinator	Assist with program implementation, provide services for homeless students provide programs for parents/guardians of homeless students and foster parents, and refers students and families.
School Level RtI Coordinator	Assist with goal setting and recruiting and referring students. Coordinate existing ESS program with after school program to maximize services and avoid duplication of services. Share resources.
Youth Service Center	Assist program staff with setting goals and objectives, coordinate parent an community outreach activities, provide support services for students and parents, coordinate agency services on-site to meet community needs, serve on program Advisory Council.
AISD Food Service	Provide USDA nutritious snacks and meals.
AISD Transportation Department	Provide school buses and drivers for 21CCLC.
King's Daughters Medical Center (KDMC)	Provide research-based tobacco education and smoking cessation programs. Assist in the provision of health programs for families.
Pathways to Prevention	Provide substance abuse prevention and education programs—Too Good for Drugs and Too Good for Violence.
Ashland Boyd County Health Department	Administer physicals, immunizations, health education and screening programs.
School Nurse	Provide health programs for children.
Paramount Arts Center	Conduct visual and performing arts classes, along with other cultural and educational opportunities.
Boyd County Cooperative Extension Office	Offer topics related to family and consumer sciences and natural resources. Provide programs on: food, nutrition, health, clothing and textiles, family life and human relationships, soil science, animal science, etc...
Boyd County 4-H	Provide Leadership skills, nutrition and physical activity programs, Character education, Life Skills, Communication Program, Conflict Resolution, Animal Science, Leadership, Citizenship, and Photography
Ashland Police Department	Offer educational programs on safety, alcohol and drug abuse and violence prevention—DARE.
Pathways, Inc.	Provide school-based mental health services and crisis intervention.
Boyd County Public Library	Provide literacy activities for students and families
Safe Harbor of Northeast KY	Provide emergency domestic violence services for students and families
Second Freewill Baptist Church	Provide volunteers for academic and enrichment activities

Classified Personnel
Job Description

POSITION TITLE: 21 st Century Program Director/Site Manager

QUALIFICATIONS: Shall hold a bachelor's degree and have two years experience working with children, or have experience equal to a degree and two years experience. Shall demonstrate the ability to work effectively with children, peers and adults. Shall demonstrate the ability to communicate effectively with children, parents, staff, and the public.

RESPONSIBLE TO: School Principal

JOB GOAL: To act under the general direction of the Principal and the Executive Director to provide oversight and monitoring of the program at one program location.

GENERAL DUTIES: Shall determine appropriate action within clearly defined guidelines. Shall present a positive image of the program to parents and the public. Shall carry out assignments in a timely manner without undue checking. Shall react positively to directives. Shall have a willingness to cooperate with the superintendent, the executive director, principals, and staff. Shall maintain the confidentiality, both verbally and in written form, of child's records. Shall strive to maintain and improve professional competence. Shall take necessary precautions to protect students, equipment, materials and facilities. Shall adhere to School Board of Education Policies and Procedures.

SPECIFIC DUTIES: Shall plan, organize, coordinate and control the program at a single site. Shall coordinate activities with other District departments; participate in management meetings to discuss district-wide issues. Shall meet periodically with staff and volunteers to resolve issues, communicate new developments and to assure operating objectives are understood and accomplished. Shall determine and communicate departmental objectives, standard policies. Shall collect data to measure performance against objectives to assist in program evaluation. Shall develop an organization and staffing plan to assure attainment of objectives; make or recommend changes as appropriate. Develop and recruit participation. Shall assure internal controls are established, maintained and documented in compliance with organization directives to promote strong fiscal management. Shall support the organization's other programs by assuring equal employment opportunity in the hiring, placement, promotion or transfer of department personnel in all job categories. Shall plan and conduct activities as outlined in the grant. Shall administer personnel policies; assure employees are equitably treated as individuals; take corrective personnel action as appropriate; develop personnel requirements forecasts; assist in the hiring process by preparing personnel requisitions, reviewing applications and conducting interviews; recommend specific personnel to be hired; recommend salary actions, performance and set achievement goals for subordinates.

KNOWLEDGE AND ABILITIES:

Shall coordinate the site's operations and activities; coordinate matters affecting other sites with those affected; cooperate with other sites or of organization-wide or mutual concern.

Knowledge of:

Practices, policies and procedures involved in the functional areas as Modern office practices, procedures and equipment.

Oral and written communication skills.

Research methods and report writing techniques.

Laws, rules and regulations related to assigned activities.

District organizations, operations, policies and objectives.

Interpersonal skills using tact, patience and courtesy.

Health and safety regulations.

Principles and practices of administration, supervision and training.

Technical aspects of field of specialty.

Budget preparation and control.

Ability to:

Plan, organize, coordinate and control a single functional unit involving relatively small number of clerical and support personnel involving so financial impact on the District.

Communicate effectively both orally and in writing.

Prepare and deliver oral presentations.

Work cooperatively with others.

Establish and maintain cooperative and effective working relationship with others.

Maintain records and prepare reports.

Prioritize and schedule work.

Train, supervise and evaluate personnel.

Maintain current knowledge of technological advances in the field.

Analyze situations accurately and adopt an effective course of action.

Understand and work within scope of authority.

Meet schedules and time lines.

Plan and organize work.

Chart Listing Positions, Qualifications, and Program Responsibilities

Position	Qualifications	Responsibilities
Site Coordinator	Bachelor's degree and 2 years of experience working with children, or experience equal to a degree and 2 years of experience working with children	Planning, implementation, and supervision of 21st CCLC program. Data collection and input.
Certified teachers	Kentucky Teacher Certification	High quality instruction for academic portion of the 21st CCLC program
Classified staff	High School diploma/GED, successfully pass the Kentucky Paraeducator Assessment, or 48 hours of college course work	High quality instruction for academic portion of the 21st CCLC program

Equitable Access and Participation Plan

The Ashland Independent School District and all 21st CCLC partnership members will be held in compliance with all nondiscriminatory laws and regulations of the state and federal government.

The target population to be served by the 21st CCLC afterschool programs will be children enrolled in the Ashland Independent School District and their parents/guardians. Many of the targeted students are considered to be a greater risk for alcohol, tobacco, and other drug-related problems, school violence, and social, emotional, mental, and cognitive development issues.

All programs and services funded by the 21st CCLC grant will serve boys and girls of all races and ethnic backgrounds. Participation criteria for all activities supported by the grant will be based on factors placing students and their families at risk, such as: poverty, substance abuse, poor academic achievement—truancy, delinquency, mental or physical health issues, child maltreatment, domestic violence, homelessness, special needs, and disruptive behaviors at school, on the bus, or at extracurricular events.

Every effort will be made to develop and implement 21st CCLC programs and services that are culturally sensitive, and age and gender appropriate. Staff and Advisory Council recruitment will be as representative as possible to meet the needs of the targeted population.

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG- FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government- wide Debarment and Suspension (Nonprocurement) and Government- wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form- LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions as defined at 34 CFR Part 85, Sections 85.105 and 85.110:

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency; Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(b) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(c) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees , as defined at 34 CFR Part 85, Section 85.605 and 85.610:

A. The applicant certifies that it will or will continue to provide a drug- free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;
(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will;

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional

Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by Federal, State, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610:

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in connection any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant:
PR, Award # or Project Name:
Printed Name/Title of Authorized Representative:

Signature

D. Jean Howard

12-10-20

Date

PROGRAM SCHEDULE

Complete the following table for school year program operations:

The KDE requires that 21st CCLC programs offer services a minimum of 12 hours per week, with a required schedule of at least four days per week, three to four hours per day when school is in session, based on the services offered. The program must begin no less than three weeks after school starts and end no sooner than two weeks prior to school ending and four weeks in the summer.

Weekday	Before School (Times of Operation)		After-school (Times of Operation)		Grand Total #hours/day
	Beginning Time	Ending Time	Beginning Time	Ending Time	
Monday	7:20 AM	7:50 AM	2:55 PM	5:30 PM	3
Tuesday	7:20 AM	7:50 AM	2:55 PM	5:30 PM	3
Wednesday	7:20 AM	7:50 AM	2:55 PM	5:30 PM	3
Thursday	7:20 AM	7:50 AM	2:55 PM	5:30 PM	3
Friday	7:20 AM	7:50 AM			.5
Saturday					
Sunday					

	Regular School Year	Summer
Total # of hours per day	3 hours, day a week, .5 hour, 1 day a week	4 weeks, 6 hours a day
Total # of days per week	5 days per week 4 AM and PM, 1 day AM only	5 days/week
Total # of weeks	33 weeks	4 weeks
First date of operation	September 7	June 1
Last date of operation	May 14	June 30

Specify beginning and ending time site is in operation other times of the year (When school is not in session):

Weekday	Summer Week 1				Holidays/Breaks	
	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday	8:00 AM	2:00 PM				
Tuesday	8:00 AM	2:00 PM				
Wednesday	8:00 AM	2:00 PM				
Thursday	8:00 AM	2:00 PM				
Friday	8:00 AM	2:00 PM				
Saturday						
Sunday						

PROGRAM SUMMARY PART 1

Name of School or Organization Applying for Funds:	
FISCAL AGENT DUNS #: 06486373	FISCAL AGENT SAMS CAGE CODE#: 50an9
Primary Contact Person and Title: David Greene, Principal, Ashland Middle School	
District or Organization Name (for contact person): Ashland Independent Schools	
Mailing Address (for contact person): 2800 Kansas Street, Ashland, KY 41101	
Phone #: 606-327-2727	
E-mail (for contact person): david.greene@ashland.kyschools.us	

Superintendent Information	
(Non-LEAs must provide information pertaining to the school the students served are attending.)	
Superintendent Name:	D. Sean Howard, Superintendent
District Name:	Ashland Independent School District
Mailing Address:	1820 Hickman Street, Ashland, KY 41101
Phone #:	606-327-2706

School Information	
(Complete one box for each school providing a 21 st CCLC program. No more than two schools.)	
School Name:	Oakview Elementary School
Grades to be Served:	K-5 th grade
Principal Name:	Rebecca Howell
Physical Address:	3111 Blackburn Ave, Ashland, KY 41101
School Contact Person:	Rebecca Howell, Principal
Contact Phone #:	606-327-2733
Contact E-mail:	Rebecca.howell@ashland.kyschools.us

School Information	
(Complete one box for each school providing a 21 st CCLC program. No more than two schools.)	
School Name:	
Grades to be Served:	
Principal Name:	
Physical Address:	
School Contact Person:	
Contact Phone #:	
Contact E-mail:	

PROGRAM SUMMARY PART 2

- Proposed # of regular attendees must not be entire school enrollment
- Must use lunch data as reported to the KDE for 19-20
- Programs must serve a minimum of 25% of the school enrollment or 50 students (whichever is less) on a regular basis

School Name: Oakview Elementary School	
District Name: Ashland Independent Schools	
Grade Levels to be Served: K-5 th	Total Schoolwide Enrollment: 307
<input checked="" type="checkbox"/> Urban <input type="checkbox"/> Rural <input type="checkbox"/> Suburban	Proposed # of Regular Attendees: 50
% Free or Reduced Lunch: 96.7%	

School Name:	
District Name:	
Grade Levels to be Served:	Total Schoolwide Enrollment:
<input type="checkbox"/> Urban <input type="checkbox"/> Rural <input type="checkbox"/> Suburban	Proposed # of Regular Attendees:
% Free or Reduced Lunch:	

1. **Applicant is a (please check one):**
 - ☒ Public School
 - ☐ Community Based Organization
 - ☐ Faith Based Organization

2. **Who will serve as the Fiscal Agent?** (Specify the name of the school district or the agency/organization.) Ashland Independent School District

3. **Is the applicant (school district or agency/organization) a previous recipient of other 21st CCLC funds?**
 - ☐ Yes
 - ☒ No

4. **If yes, were they:**
 - ☐ Federal funds
 - ☐ State funds

Award funding ended (month/year):

SCHOOL SUMMARY

1. **School Name:** Oakview Elementary School
2. **Proposed # of students to be served daily during the school year:** 85
3. **Expected number of regular attendees (30 days or more):** 50
4. **Number of adult family members (of students served) applicant is proposing to serve:** 25
5. **Types of adult skill building to be provided:**
 - ☒ Computer usage
 - ☒ Accessing and using Infinite Campus
 - ☒ Financial Literacy
 - ☒ How to communicate with teachers
 - ☒ GED training
 - ☐ Completing the FASFA
 - ☒ Job Skills
 - ☒ Using Online Resources
 - ☒ School Safety Procedures
 - ☒ Time Management/Organization
 - ☒ Health and Nutrition
 - ☒ Resume building
 - ☐ Other, describe:
6. **Types of family engagement activities to be provided:**
 - ☒ Family Literacy Night
 - ☒ Family Mathematics Night
 - ☒ Student Showcase
 - ☒ Family Game Night
 - ☒ Light's On Afterschool Event
 - ☐ Serving as a chaperone
 - ☒ Student performances
 - ☐ Other, describe:

CO-APPLICANT AGREEMENT

Oakview Elementary School
and
Paramount Arts Center


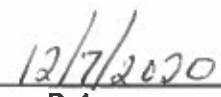
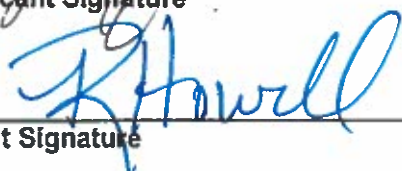

Hereby enter into an agreement to enable the applicant, Oakview Elementary School, and Co-Applicant, Paramount Arts Center, to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

The Paramount Arts Center thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As the grant Co-Applicant, our organization agrees to provide the following contributions to the 21st CCLC program:

Co-Applicant Contribution Table

Contribution Description	Supports
Actively participate in the 21CCLC Advisory Council; assist the program management team as needed with program planning, evaluation, and sustainability efforts; provide space for meeting and assist with staff training.	Program Development, Evaluation, Sustainability
Provide weekly programming for the 21CCLC program; participate in at least one college and career readiness fair/event at the site; promote program awareness during community events through organization flyers, newspaper advertisements, radio announcements, etc...	Academic/Non-Cognitive student enrichment (anti-bullying and healthy relationships programming) Transition Readiness Student recruitment and sustainability
Provide one or two skill-building activities for parents each year based on family needs surveys.	Family Skill-building and Involvement

It is agreed by both parties that this Co-Applicant Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Paramount Arts Center will be notified immediately to begin the collaboration of services.

 Co-Applicant Signature	 Date
 Applicant Signature	 Date

Identifying names in the District Partner Agreement must be blinded electronically except in the original application.


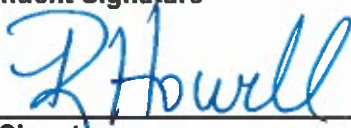
DISTRICT PARTNER AGREEMENT FORM
Ashland Independent School District
to support
Oakview Elementary School-- 21st CCLC Program

Hereby enter into an agreement to support the Oakview Elementary School 21st CCLC Program. The district will work to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC) at Oakview Elementary School.

The Ashland Independent School District thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. The district agrees to ensure the following district programs provide support to the 21st CCLC program:

District Programs
Title I—partner with 21CCLC program to offer Adult Skill Building programs
ESS—work in conjunction with 21CCLC staff to provide quality academic assistance to students after school
Special Education Department—will work with 21CCLC staff to provide continuity of services to students with IEP/504
Adult Education—to provide Adult Skill Building activities
Food Services—to work with the 21CCLC program to provide snacks using the USDA program
Technology—to allow students in the 21CCLC program to utilize technology and to provide Adult Skill Building programs to parents
FRYSC—to work with 21CCLC staff to provide basic needs as well as coordination of services with community agencies
Culinary Department at the high school—to provide cooking classes after school for students

It is agreed by both entities, that this District Agreement will focus on coordination of services to build local support for implementing and sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants.

	<u>12-10-20</u>
Superintendent Signature	Date
	<u>12-10-20</u>
Principal Signature	Date

PARTNER AGREEMENT

*Oakview Elementary School
And
The Big Idea Camp*

Hereby enter into an agreement to enable the applicant, Oakview Elementary School and The Big Idea Camp, to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

The Big Idea Camp thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Contribution Description	Supports
Actively participate in the 21CCLC Advisory Council; Assist the program management team as needed with program planning, evaluation, and sustainability efforts; provide space for meetings, assist with staff training.	Program development, evaluation, and sustainability.
Provide a minimum of 1 character education program for students annually, or other special activities based on student interests surveys; participate in at least one transition activity; promote program awareness during community events through organization flyers, newspaper advertisements, radio announcements, etc.	Academic/Non-cognitive student enrichment Transition Readiness STEM Physical fitness/Nutrition Student recruitment and sustainability.
Provide at least one skill building activity for parents each year based on family needs surveys	Family Skill-Building and Involvement

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, The Big Idea Camp will be notified immediately to begin the collaboration of services.


Partner Signature

12/3/2020
Date


Applicant Signature

12/10/20

PARTNER AGREEMENT

*Oakview Elementary School
And
King's Daughters Medical Center (KDMC)*

Hereby enter into an agreement to enable the applicant, Oakview Elementary School and King's Daughters Medical Center, to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

King's Daughters Medical Center thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Contribution Description	Supports
Actively participate in the 21CCLC Advisory Council; Assist the program management team as needed with program planning, evaluation, and sustainability efforts; provide space for meetings, assist with staff training.	Program development, evaluation, and sustainability.
Provide a minimum of 1 session of enrichment monthly, with programming consisting of special activities based on student interests surveys; participate in at least one transition activity; promote program awareness during community events through organization flyers, newspaper advertisements, radio announcements, etc.	Academic/Non-cognitive student enrichment Transition Readiness STEM Physical fitness/Nutrition Student recruitment and sustainability.
Provide at least one skill building activity for parents each year based on family needs surveys	Family Skill-Building and Involvement

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Boyd County Cooperative Extension Office/4-H will be notified immediately to begin the collaboration of services.

E. Darn Wright - King's Daughters 12/3/20
Partner Signature Date

R. Howell 12/10/20
Applicant Signature

PARTNER AGREEMENT

*Oakview Elementary School
And
Boyd County Public Library*

Hereby enter into an agreement to enable the applicant, Oakview Elementary School and Co-Applicant, Boyd County Public Library, to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

The Boyd County Public Library thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Contribution Description	Supports
Actively participate in the 21CCLC Advisory Council; Assist the program management team as needed with program planning, evaluation, and sustainability efforts; provide space for meetings , assist with staff trainings needs	Program Development, Evaluation, Sustainability
Provide quarterly student literacy activities such as Book Clubs, and other literacy activities identified based on student needs surveys; participate in at least one Transition Readiness activity; Promote program awareness during community events through organization flyers, newsletters, newspaper advertisements	Academic/Non-Cognitive student enrichment (anti-bullying and healthy relationships programming) Transition Readiness Student recruitment and sustainability
Provide at least one skill building activity for parents each year based on family needs surveys	Family Skill-building and Involvement

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, the Boyd County Public Library will be notified immediately to begin the collaboration of services.


Partner Signature

12-2-20
Date


Applicant Signature

12-10-20

PARTNER AGREEMENT

*Oakview Elementary School
And
Boyd County Cooperative Extension Office/4-H*

Hereby enter into an agreement to enable the applicant, Oakview Elementary School and Boyd County Cooperative Extension Office/4-H, to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

The Boyd County Cooperative Extension Office/4-H thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Contribution Description	Supports
Actively participate in the 21CCLC Advisory Council; Assist the program management team as needed with program planning, evaluation, and sustainability efforts; provide space for meetings, assist with staff training.	Program development, evaluation, and sustainability.
Provide a minimum of 1 semester of enrichment programming consisting of 4-H and other special activities based on student interests surveys; participate in at least one transition activity; promote program awareness during community events through organization flyers, newspaper advertisements, radio announcements, etc.	Academic/Non-cognitive student enrichment Transition Readiness STEM Physical fitness/Nutrition Student recruitment and sustainability.
Provide at least one skill building activity for parents each year based on family needs surveys	Family Skill-Building and Involvement

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Boyd County Cooperative Extension Office/4-H will be notified immediately to begin the collaboration of services.


Partner Signature


Date


Applicant Signature

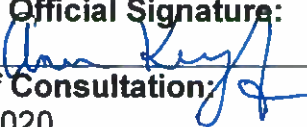

Date

PRIVATE/HOME SCHOOL CONSULTATION

Students who attend state recognized private schools or home schools, in the area to be served by the proposed program, are eligible to participate. If any state recognized private school or home school is located in the area to be served, the applicant is expected to consult with private/home school officials during the design and development of the program.

List all private/home schools that were consulted regarding the opportunity to have students participate. Print the name, title and phone number of the school that was consulted. Provide the date(s) and type(s) of consultation (e.g., face-to-face meeting, e-mail, fax, telephone call, letter and videoconference). Indicate whether the school accepted or declined. If declined, indicate the reason(s). Private/home schools whose students will participate in the program must be listed on the Grant Proposal Abstract and list the Principals/Administrators.

The applicant can duplicate this table to add more if needed.

Private/Home School Name: Holy Family School	Phone #: 606-324-7040
School Official Signature: 	E-mail: akempf@cdlex.org
Date of Consultation: 12/03/2020	Type of Consultation: In person/phone conference
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	Reason:

Private/Home School Name:	Phone #:
School Official Signature:	E-mail:
Date of Consultation:	Type of Consultation:
<input type="checkbox"/> Participate <input type="checkbox"/> Declined	Reason: